

JANUARY 15, 2019



REDACTED JANUARY 17, 2019  
PERSONAL ADDRESS AND PHONE NUMBER OF SUBCONTRACTOR'S.

AND



REQUEST FOR  
QUALIFICATIONS/PROPOSAL (RFQ/P)  
FOR A

# LEAD MANAGEMENT ORGANIZATION

---

ADAMS 14 SCHOOL DISTRICT

SUBMITTED BY:

BELINDA HANCOCK

VICE PRESIDENT  
EDUCATION SOLUTIONS GROUP  
MGT OF AMERICA CONSULTING, LLC  
8200 SOUTH QUEBEC  
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CENTENNIAL, CO 80112  
214.803.1994  
BHANCOCK@MGTCONSULTING.COM

AS SUBMITTED TO:  
SEAN MILNER

EXECUTIVE DIRECTOR OF FINANCE & OPERATIONS  
ADAMS 14 SCHOOL DISTRICT  
COMMERCE CITY, CO 80022  
303.853.3252  
SMILNER@ADAMS14.ORG



## TABLE OF CONTENTS

SECTION 1: LETTER OF INTEREST .....	1
SECTION 2: EXPERIENCE AND QUALIFICATIONS .....	3
1. PROPOSED PERSONNEL .....	3
2. PROCESS FOR ADDED CAPACITY. ....	4
3. ORGANIZATIONAL EXPERIENCE. ....	4
THE ROLE OF UVA PLE .....	5
EXPERIENCE MANAGING AND SUPPORTING SCHOOL TURNAROUND .....	7
4. ORGANIZATIONAL STRUCTURE. ....	8
5. ORGANIZATIONAL THEORY OF ACTION AND IMPLEMENTATION. ....	10
6. UNDERSTANDING OF NATIONAL, STATE, AND LOCAL CONTEXT. ....	12
7. ORGANIZATIONAL CAPACITY .....	14
RESUMES .....	14
8. PROPOSED PROGRESS MONITORING SYSTEMS. ....	15
9. COMMUNICATION AND STAKEHOLDER INPUT. ....	16
SECTION 3: SCOPE OF SERVICES .....	17
PROJECT OVERVIEW AND WORKPLAN .....	17
THE SCHOOL TURNAROUND AND TRANSFORMATION PLAN .....	17
LEADERSHIP DEVELOPMENT .....	19
LEADERSHIP .....	19
EFFECTIVE TEACHING .....	20
STUDENT SUCCESS .....	22
1. ORGANIZATION CULTURAL SHIFT .....	23
2. INSTRUCTIONAL TRANSFORMATION .....	23
3. LEADERSHIP DEVELOPMENT .....	24
SECTION 4 – SCHEDULE .....	28
SECTION 5 - REFERENCES AND RESULTS .....	30
MGT OF AMERICA CONSULTING, LLC .....	30
REFERENCES FOR UVA PLE .....	36
APPENDIX – DETAILED RESUMES .....	37

## SECTION I: LETTER OF INTEREST

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January 15, 2019



Sean Milner  
Executive Director of Finance and Operations  
Adams 14 School District  
Commerce City, Colorado 80022

Dear Mr. Milner:

MGT of America Consulting, LLC, in association with the University of Virginia Darden/Curry Partnership for Leaders in Education (PLE), is pleased to present this proposal in response to Adams 14 School District's (District) Request for Qualifications/Proposal for a Lead Partner Organization.

Since 1974, MGT has specialized in helping public education clients achieve success in planning for their educational needs. As a result of our extensive experience, we have a deep understanding of school division environments, best practices, and emerging trends in the field of education. MGT's clients appreciate and benefit from high-quality quantitative and qualitative analysis, detailed findings, and objective recommendations that are practical and actionable.

Part of our success is based upon our commitment to be flexible and responsive. We are acutely aware of the political, economic, social, and technological environments of today's education systems. MGT has successfully delivered more than 10,000 projects through a careful balance of addressing the immediate needs of our clients, while maintaining the vision and direction towards their long-term goals. Our team does not shy away from the difficult decisions and challenges facing school systems across the country.

MGT has delivered numerous education projects in the state of Colorado, including our recent comprehensive strategic visioning plan for Aurora Public Schools and our current policy review and development project for Jefferson County Public Schools.

Leveraging both the expertise of the MGT team and our lessons learned through our experience in the public-school domain, MGT has expanded our education services to include School Turnaround and Transformation Services and Emergency Management Services. Our services span from single school support, whole district turn-around to comprehensive emergency management of whole districts. MGT understands the components of successful schools and works in partnership with the school or district to address the achievement gap, rigorous attainment of the standards, teacher training and leadership development. With a strong background in academic, financial, operations, governance and community engagement work *the* MGT team provides practical and proven support.

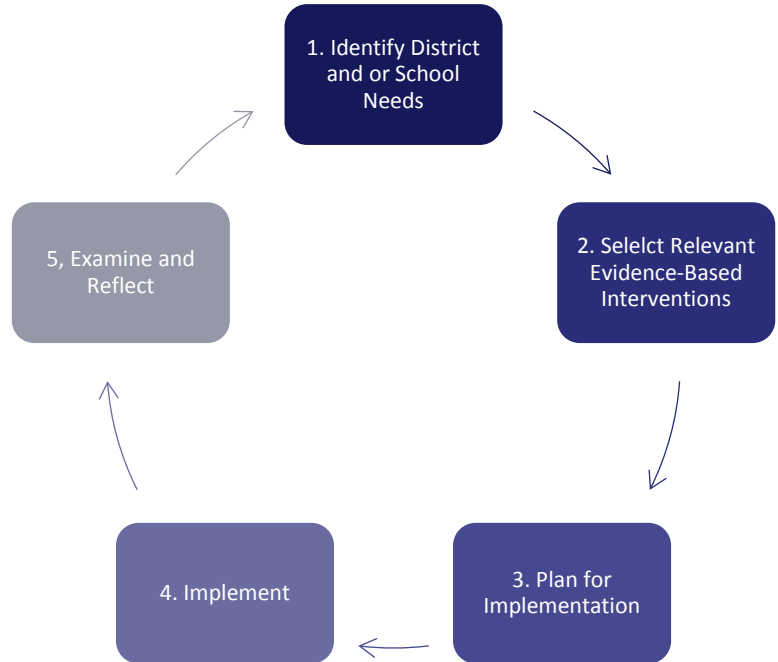
MGT is currently serving as the Emergency Manager of the Gary Community School Corporation (IN) where we have responsibility for all district functions including academics, operations, and finance. In the DeSoto County School District (FL), MGT is serving as Emergency Manager of Nocatee Elementary School (NES). At NES, MGT is only responsible for academic functions which includes instructional services and staffing, as well as coaching and professional development. More information and progress reports about each of these projects can be found in the reference section of this response.

SECTION 1: LETTER OF INTEREST  
♦ ♦ ♦

Our emergency management or external partner services was developed to offer another option to charter school takeover. Toward that end, we work with schools and districts to honor local control, leverage existing talent, build capacity within, and engage the stakeholders and community to facilitate support for the turnaround plan.

MGT uses the USDOE model of School Transformation and it is based on five very basic steps.

MGT works collaboratively with our partners to develop a deep understanding of the strengths, needs, and unique values of each school. Our tools ensure growth is achieved with the spirit of the partner in mind. We combine nationally recognized best practices and customize our support to marry each partners' unique vision and culture with student success. Our objective is to build capacity where we work so are partners advance student success and are equipped to continue their journey on their own following the partnership experience.



To bring Adams 14 School District the best possible lead management solution, MGT has invited UVA's PLE to serve on our team. PLE empowers leaders to ignite system and school change and is the only program in the country focused on establishing system conditions ripe for change and building transformative leadership to achieve that change. Specifically, PLE builds leadership capacity at both the LEA- and school-level to maximize efforts of others, identify and solve problems, rethink organizational design, and define a pathway to transformational student outcomes. Through multiple years of partnership, PLE empowers courageous districts and school leaders to pursue bold outcomes and together to rethink, reignite, redesign and ultimately transform their organizations. As stated, PLE's mission and work in school turnaround strategically aligns with that of MGT. Together our two firms will effectively leverage existing talent and build leadership to increase the capacity of the Adams 14 School District to drive towards the future, creating a plan to achieve, manage, and sustain improvements in student learning.

MGT also believes our Spanish-speaking staff assigned will be a great benefit to this project. We will provide our community engagement and stakeholder facilitation efforts **in both English and Spanish** to ensure the participation and support of the students and families for the difficult work undertaken by our whole team (District and Consultants). Resonance with the community and students is a key component of the success of school transformation. As such, our project teams are assembled to reflect the demographic of the communities we are hired to serve

If you have any questions about the information contained within this proposal, please do not hesitate to contact me by email at [BHancock@mgtconsulting.com](mailto:BHancock@mgtconsulting.com) or by telephone at 214.803.1994.

Respectfully,

Belinda Hancock  
Vice President, Education Transformation Services

## SECTION 2: EXPERIENCE AND QUALIFICATIONS

### I. PROPOSED PERSONNEL.

*Identify the individual who will be the main point of contact and any other already-identified team members who will be responsible for providing services for the duration of the project. Provide an overview of the experience, background, and responsibilities—including résumés or curricula vitae for those individuals. The District reserves the right to determine the acceptability of these individuals.*

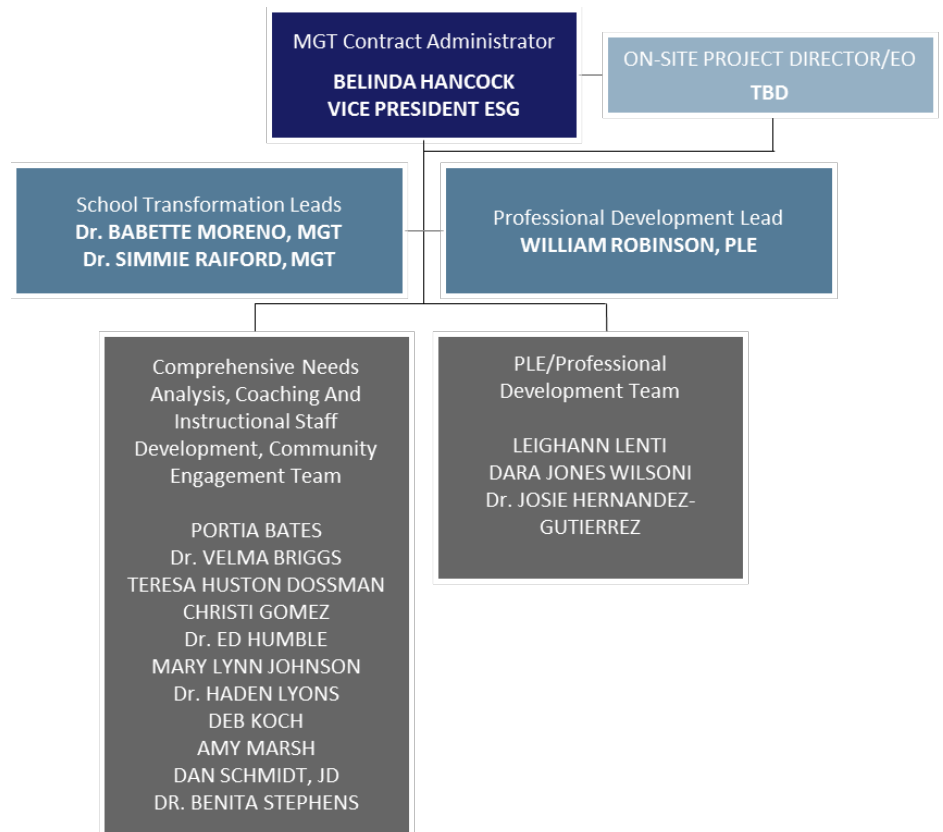
Belinda Hancock will be the main point of contact through the contracting and planning process. Belinda is the Vice President of Education Transformation Services of the Education Solutions Group. Belinda will serve as the primary contact from the time of contract award through the point of a fully defined scale and scope of services.

Belinda's can be reached by telephone at 1214.803.1994 and by email at [BHancock@mgtconsulting.com](mailto:BHancock@mgtconsulting.com). Belinda will be joined by Dr. Simmie Raiford and Dr. Babbette Moreno, MGT's Education Turnaround experts, and Mr. William Robinson from PLE, to fully define the scale and scope of all of the services required by the MGT/PLE team to reach the district's and the state's goals.

Immediately upon contract award, the MGT/PLE team will work with the District to identify a local on-site project manager. In each of our other turn around projects, we have found a retired superintendent who is respected and known to both the state and the community. This selection is critical as they will be the face of the MGT/PLE team and must foster confidence from the state, while building support and trust in the administration, faculty, staff, and stakeholders. Both PLE and MGT have several candidates in mind but believe the actual selection must be done in partnership with District administration. He/she will become a full-time employee of MGT.

Once this individual is in place and the plan is fully defined, the project manager will be the day-to-day contact for the District, however, Belinda Hancock will always be available and ultimately responsible for quality assurance, schedule, and budget.

The full team roster is shown the graphic on the right.



## 2. PROCESS FOR ADDED CAPACITY.

*Provide an explanation for how the organization will recruit and select additional team members or organizations to support this work and ensure that all staff have the needed skills and experience to do this work.*

Both MGT and PLE are nation-wide education consulting firms. MGT has a staff of more than 110 full-time employees, many of which have similar skill sets to the individuals we have proposed for this project. In addition, through our 44 years of operations and projects, we have built a network of qualified subconsultants to address any need we may identify through our services.

As of the time of this submittal, the only open opportunity already identified is that of the On-Site Project Manager/EO. As stated on the previous page, we have several candidates in mind but will ultimately select this individual in partnership with the district to ensure that we have district, stakeholder, and community support.

## 3. ORGANIZATIONAL EXPERIENCE.

*Describe your organization's experience at both the school and school district levels with turnaround implementation, educational programming, analyzing and designing operations, analyzing safety and security measures, working with existing leadership staff, and efforts toward stakeholder engagement (e.g., parents, students, local school board, district administrators, school administrators, teachers, community members, local businesses and organizations).*

MGT has a 25-year history delivering education services in the state of Colorado. We recently completed a comprehensive strategic planning project for **Aurora Public Schools** and are currently providing **Jefferson County Public Schools** with a school policy review. A chronological historic snapshot of our education projects in Colorado would also include:

- ♦ Per Pupil Public Formula Allocation Project for Aurora Public Schools, 2015
- ♦ School District #1 - Disparity Study for Denver Public Schools, 2014
- ♦ Special Education Review for the Falcon School District 49, 2011
- ♦ Cesar Chavez Financial and Organizational Review for the Colorado Department of Education, 2010
- ♦ Internal Audit of the Human Resources Department, Colorado Springs School District No. 11, 2010
- ♦ Statewide Financial Assistance Priority Assessment for the Colorado Dept. of Education, 2010
- ♦ Facilities Planning for Boulder Valley Public Schools, 2006
- ♦ School Facility Utilization Study for Jefferson County School District, 1997
- ♦ Performance Review and Alternate Compensation Evaluation for Poudre School District R-1, 1995
- ♦ Performance Audit for Jefferson County School District 1995

As stated in our Letter of Interest, MGT has been dedicated to providing education solutions since our inception in 1974. Academic and curriculum reviews have always been a part of our service line but in recent years, MGT has expanded our education services to include school improvement and transformation services to address immediate needs for underperforming schools or specific areas in schools that may require additional instructional supports or supplemental training and coaching for teachers.



We are currently providing transformation services similar to those sought in this solicitation for both the Gary Community School Corporation (GCSC) in Indiana and in the DeSoto County Public School District (DeSoto) in Florida.

On July 31<sup>st</sup> 2017, the State of Indiana announce that MGT was awarded a contract to serves as Emergency Manager of GCSC. One stipulation of contract award was that the team needed to be on the ground working on August 1<sup>st</sup>, 2017, the very next day. Our team deployed the same evening we received notice of award, and started our evaluation of the leadership, instruction, and facilities the very next day.

Now in year two of this three-year contract, MGT has stabilized the finances of the district, made numerous leadership changes, leveraged local talent whenever available, and held numerous community engagement sessions to obtain their input of existing conditions and their support for planned changes. More information about this project and other similar work has been provided in the Reference section of this proposal.

In DeSoto county, MGT is serving as the External Operator for Nocatee Elementary School in Arcadia Florida. The school has received a failing state grade from more than three years and state legislation required intervention by a third party. MGT quickly hit the ground, held community engagement sessions, in both English and Spanish, to help the community understand that we were there to provide the best solution to ensure their children receive a quality education. Prior to the start of school, we also interviewed and place a new principal and assistant principal selected for their ability and enthusiasm to lead the school in a new direction.

The team has made significant progress in the first half of the school year. We developed a transformation plan including mapping existing curriculum to state standards, a schedule for both coaching and professional development, as well as the design and development of interim assessments to individual student and class progress. We are very proud of the achievement reflected in the interim assessment data and these results are provided in the Reference section of this response.

As the following section will describe, MGT is committed to bring each school and each district a unique solution specifically designed to address achievement gaps and realize the goals of each client.

## THE ROLE OF UVA PLE

PLE will build leadership capacity at both the LEA- and school-level to maximize efforts of others, identify and solve problems, rethink organizational design, and define a pathway to transformational student outcomes. Our work starts with a planning year and includes:

- ◆ **Upfront LEA focus to enable school-level success:** We initiate the work by helping LEA leadership re-examine school system practices grounded in serving needs of schools.
- ◆ **Leadership development:** We offer world-class leadership development and follow-up consultation to define success and solve problems.
- ◆ **Intensive work with a cohort of schools:** A cohort of schools serves as a “learning lab” for re-examining practices across the LEA.
- ◆ **Advancement of learning across the LEA:** After two years of implementation, where appropriate, we sustain partnerships that deepen and broaden change efforts.

From 2004 to 2016, over three hundred schools across twelve states completed at least two years in PLE. In only two years, half of our partner schools have experienced double-digit proficiency gains in closing the gap with their state’s average proficiency levels. In our most two recent completed cohorts (8 through 11), 85% of schools that

## SECTION 2: EXPERIENCE AND QUALIFICATIONS



started below state average closed the gap and 18% of participating schools closed the average by over 20-points within two years.

PLE started transitioning in 2010 to a much more systemic approach, necessitating analysis of our impact at the district-level. Below are a few examples of recent impact:

- ◆ Lawton, Oklahoma Cohort 12 (5 schools) – In just one year of partnership, the five schools experienced an average 10-point reading gain and achieved progress in 85% of subject areas by grade level
- ◆ New Mexico Cohort 10 and 11 (28 schools across five unique districts) – 16 out of 28 schools increased letter grade, 9 out of 28 schools increased grade at least two grades and 24 out of 28 schools experienced proficiency gains in both l/a and math (2013-2016)
- ◆ Caddo Parish, Louisiana Cohort 11 (10 schools) – 8 out of 10 schools came out of needs improvement status, 3 out of 10 schools achieved ‘top gains’ status and the two high schools experienced graduation cohort growth from 44% to 67% (2013-2016)
- ◆ Jefferson Parish, Louisiana Cohort 8 (6 schools) – 10-point average gains across language arts and 9-point average gains in math compared to state, in two years (2011-2013).
- ◆ Ogden, Utah Cohort 8 (4 schools) – 17-point average gains across language arts and 24-point gains across math compared to state average, in two years (2011-2013).
- ◆ Clark County, Nevada Cohort 8 (6 schools) – 16-point average gains across language arts and 12-point gains across math compared to state average, in two years (2011-2013).
- ◆ Cincinnati, Ohio Cohort 6 (16 schools) – 16-point average gains across language arts and math compared to state average, in two years (2009-2011); the five schools with the largest gains continued to increase their reading and math proficiency in the two years following the partnership

PLE is currently supporting schools in several CO districts, including Denver, Aurora and Englewood. Past results include:

### AURORA

- ◆ Elkhart Elementary School, Laredo Elementary School and East Middle School being recognized by the State Board of Education as a Center of Excellence for the State of Colorado
- ◆ All five partners schools in our initial cohorts on the accountability clock coming off the clock while six partner schools moved to “performance” level compared to only one previously
- ◆ 9 of 9 of our initial partnership schools achieving increases in math scale scores, 8 of 9 achieving increases in language arts scale scores and 8 of 9 achieving increase in CDE points scores, including multiple schools with double-digit gains in one year such as Sable Elementary with a 20-point gain in points scores

### DENVER

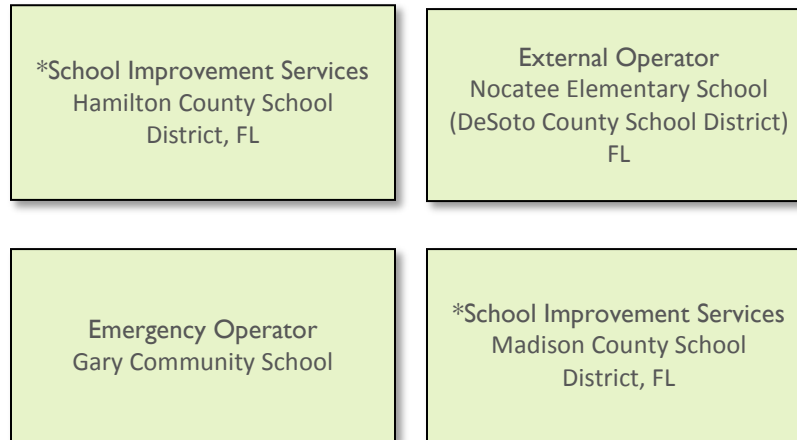
We partnered with five schools in our first cohort with them from 2015-16 through 2017-18 – and during that time all schools rose at least two-levels in Denver’s five-level, nationally renowned school performance framework based on growth, proficiency, attendance, and other performance indicators.





## EXPERIENCE MANAGING AND SUPPORTING SCHOOL TURNAROUND

When a state mandates a more assertive form of school improvement, MGT works with a district or school to manage and operate a school or schools that require a more immediate and dramatic improvement. We work in partnership with administration and leadership to develop a customized plan of improvement and then identify existing and local talent that can team with MGT staff and partners to achieve school transformation. Our goal is to deliver an environment of continuous improvement that is ultimately sustainable by and for each district or school, long after the MGT engagement is over.



\*In Florida, the State requires a school that does not achieve a passing grade for more than two years in a row secure the services of an External Operator (EO). MGT held contracts for School Improvement services and had contracts in place for EO services should our interventions not result in a passing grade in year one. Both County School District, Madison and Hamilton, made a grade of “C” resulting in our EO contracts being canceled. MGT feels like this is not only a testament to our success but to the integrity of our firm and our commitment to our client’s success being our number one priority.

MGT Project Director, **Dr. Simmie Raiford**, has spent more than 35 years serving students in every position from teacher to administrator to transformation consultant and evaluator. In recent years she has conducted classroom observations and provided feedback to teachers on performance plans and provided professional development to address performance deficiencies identified through classroom observations and other school performance assessments. Dr. Raiford provides executive coaching of principals in chronically low-performing schools throughout the United States and has assisted in the development and implementation of the schools’ improvement plans. In addition, Dr. Raiford assists in the evaluation of the implementation and impact of federal School Improvement Grants (SIG) in chronically low performing schools

From 2013 to 2016, Dr. Raiford served as the school improvement facilitator and executive coach for a low achieving school in Virginia from 2013 to 2016. A snapshot summary of this work is presented below:

The approach to school transformation centered on the following key principles:

- 1) An intensive cycle of paired observations between the executive coach and school administrators. The observations were preceded by conferences with teachers on their intended lesson plan and learning outcomes and followed by post-observation conferences with feedback on the quality of learning in the classroom, expectations for teacher and student performance, and suggestions for improvement.

- 2) Targeted, job-embedded professional development for teachers and school administrators that focused on the areas of weakness identified through classroom observation and feedback cycles.
- 3) Establishment of structured data meetings that focused on both the overall achievement and the improvement targets for each content area, as well as the targets for student subgroups on each grade level. The driving questions for each quarterly meeting were: “What’s working?” “What’s not working?” “What are we going to do differently/better next time?”
- 4) Strengthening common planning time to improve the alignment of the written, taught, and tested curriculum while helping teachers focus on teaching to the learning standards, with frequent checking for student understanding during daily lessons. Teachers were also trained to improve the rigor in their instruction and using formative assessments more effectively.

Using this approach, Dr. Raiford’s team was able to realize the following:

- ♦ 40% increase in the number of students who pass all four content-area end-of-year assessments
- ♦ 54% increase in the number of students scoring Pass Advanced on end-of-year assessments
- ♦ An increase in the number of students scoring a perfect 600 on state assessments from 2 to 15
- ♦ An increase in math pass rates from 29% to 73%
- ♦ An increase in reading pass rates by 15 percentage points

At the end of their three-year engagement, students were meeting the pass rate standards in three of the four content areas, and only missing the fourth by two percentage points. A year later, the school met the pass rate standards for all four subjects and repeated this achievement the following year.

MGT School Transformation Director, **Dr. Babette Moreno**, has more than thirty years of experience dedicated to improving the quality of instruction and addressing gaps in student achievement. She has developed models and processes to utilize comprehensive needs assessment to evaluate school programs and teacher effectiveness. In her work in Spring Independent School District (Texas) she coordinated the creation of the district literacy plan in partnership with district, community and professional partners, as well as developing protocols and processes to deliver instruction to meet all students' needs including bilingual. While working with Catapult Learning, Dr. Moreno led the development, implementation, support and maintenance of services to improve delivery of standards-based curriculum and assessment programs across the state of Hawaii. Dr. Moreno lead the team that worked diligently to increased student achievement in both Philadelphia and Hawaii schools leading to change in NCLB status.

## 4. ORGANIZATIONAL STRUCTURE.

*Provide a description of your organizational structure.*

MGT is a nation-wide management consulting company originally chartered in August of 1974. Our original organization structure was a Type C Private Corporation but in December of 2015, we were reorganized into a Limited Liability Company. The reorganization was for legal and tax purposes and our services and staff remained the same. A copy of our ACORD Insurance Certificate has been placed on the following page for the convenience of the District.

Our FEIN is 81-0890071 and our Colorado Business License Number is: 20091659594

# SECTION 2: EXPERIENCE AND QUALIFICATIONS

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## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/29/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Earl Bacon Agency, Inc. P.O. Box 12039 Tallahassee FL 32317		<b>CONTACT NAME:</b> Bobby Bacon/Erin Dennard <b>PHONE (A/C, No, Ext):</b> 850-878-2121 <b>FAX (A/C, No):</b> 850-878-2128 <b>E-MAIL:</b> bbacon@earlbacon.com/edennard@earlbacon.com <b>ADDRESS:</b>															
<b>INSURED</b> MGT of America, LLC MGT of America Consulting, LLC 4320 W. Kennedy Blvd. Tampa FL 33609		<b>INSURER(S) AFFORDING COVERAGE</b> <table border="1"> <tr> <th>INSURER</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A : Continental Casualty Company</td> <td>20443</td> </tr> <tr> <td>INSURER B : Valley Forge Insurance Company</td> <td>20508</td> </tr> <tr> <td>INSURER C : American Casualty Company of Reading, PA</td> <td>20427</td> </tr> <tr> <td>INSURER D : Transportation Insurance Company</td> <td>20494</td> </tr> <tr> <td>INSURER E : Travelers Casualty &amp; Surety Company of America</td> <td>31194</td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>		INSURER	NAIC #	INSURER A : Continental Casualty Company	20443	INSURER B : Valley Forge Insurance Company	20508	INSURER C : American Casualty Company of Reading, PA	20427	INSURER D : Transportation Insurance Company	20494	INSURER E : Travelers Casualty & Surety Company of America	31194	INSURER F :	
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### COVERAGES

CERTIFICATE NUMBER: 1667276649

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
C	<b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> A-XV Rating  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	5095130327	7/1/2018	7/1/2019	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$300,000 MED EXP (Any one person) \$15,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 Deductible \$None
C	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> A-XV Rating	Y	Y	2093563501	7/1/2018	7/1/2019	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Deductible \$None
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$10,000			2093563496	7/1/2018	7/1/2019	EACH OCCURRENCE \$5,000,000 AGGREGATE \$5,000,000 \$
B	<b>WORKERS COMPENSATION AND EMPLOYERS LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WC311086712 - All Other WC311086788 - CA	7/1/2018 7/1/2018	7/1/2019 7/1/2019	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$500,000 E.L. DISEASE - EA EMPLOYEE \$500,000 E.L. DISEASE - POLICY LIMIT \$500,000
E	Professional Liability (E&O) Claims-Made Form 7/5/95 Retro Date/A++XV	N	N	105638880	7/1/2018	7/1/2019	Each Claim Aggregate 2,500,000 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Umbrella: A-XV Rating. All Other Workers' Comp & CA Workers' Comp: A-XV Rating.  
CA - Workers' Comp Employers Liability Limits:  
\$1,000,000 Each Accident  
\$1,000,000 Disease Policy Limit  
\$1,000,000 Disease Each Employee  
Cyber Liability: Continental Casualty Company -Limits of Liability \$1,000,000/\$1,000,000 Retention \$10,000 Reto Date 3/30/2017-Claims Made Effective 3/30/18 - 3/30/2019

### CERTIFICATE HOLDER

Proposal Purpose Only	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  <b>AUTHORIZED REPRESENTATIVE</b> 
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ACORD 25 (2016/03)

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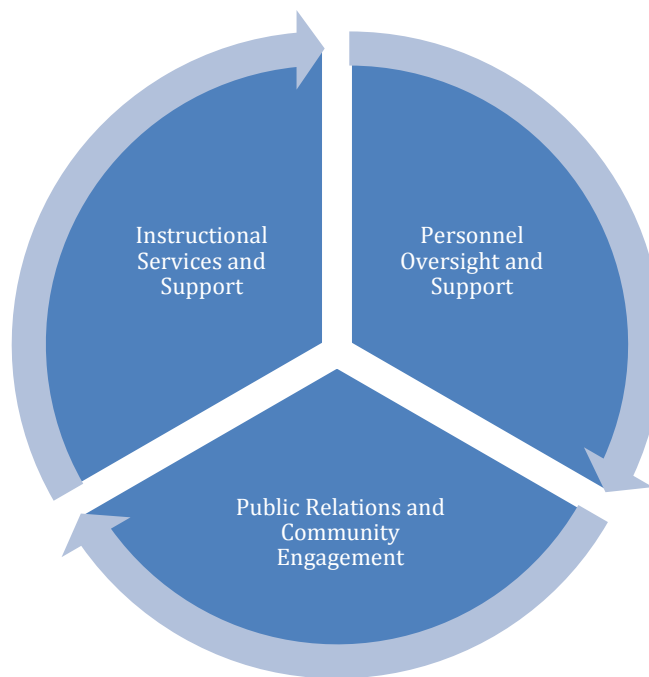
## 5. ORGANIZATIONAL THEORY OF ACTION AND IMPLEMENTATION.

*Define your organization's theory of action. Provide a description of how you implement this theory, including how you incorporate research-based strategies. Highlight how communities are included in the theory and implementation work. Explain your organization's expertise and experience engaging community stakeholders in systemic school and school district improvement and turnaround work. Identify unique challenges/approaches that you have experienced with developing and implementing a successful turnaround plan.*

MGT developed our School Turnaround Lead Partner model as an alternative to private/charter takeover. MGT does not run schools as a service line; our job is to build internal capacity, leadership, and skills, and leave a much-improved school with a long-term plan for sustainable and continued improvement. We honor local control and a big part of our plan is to build trust and faith in the stakeholders and community, so they will support and be involved in the turnaround efforts. We believe the success of a school and the community it serves are interdependent.

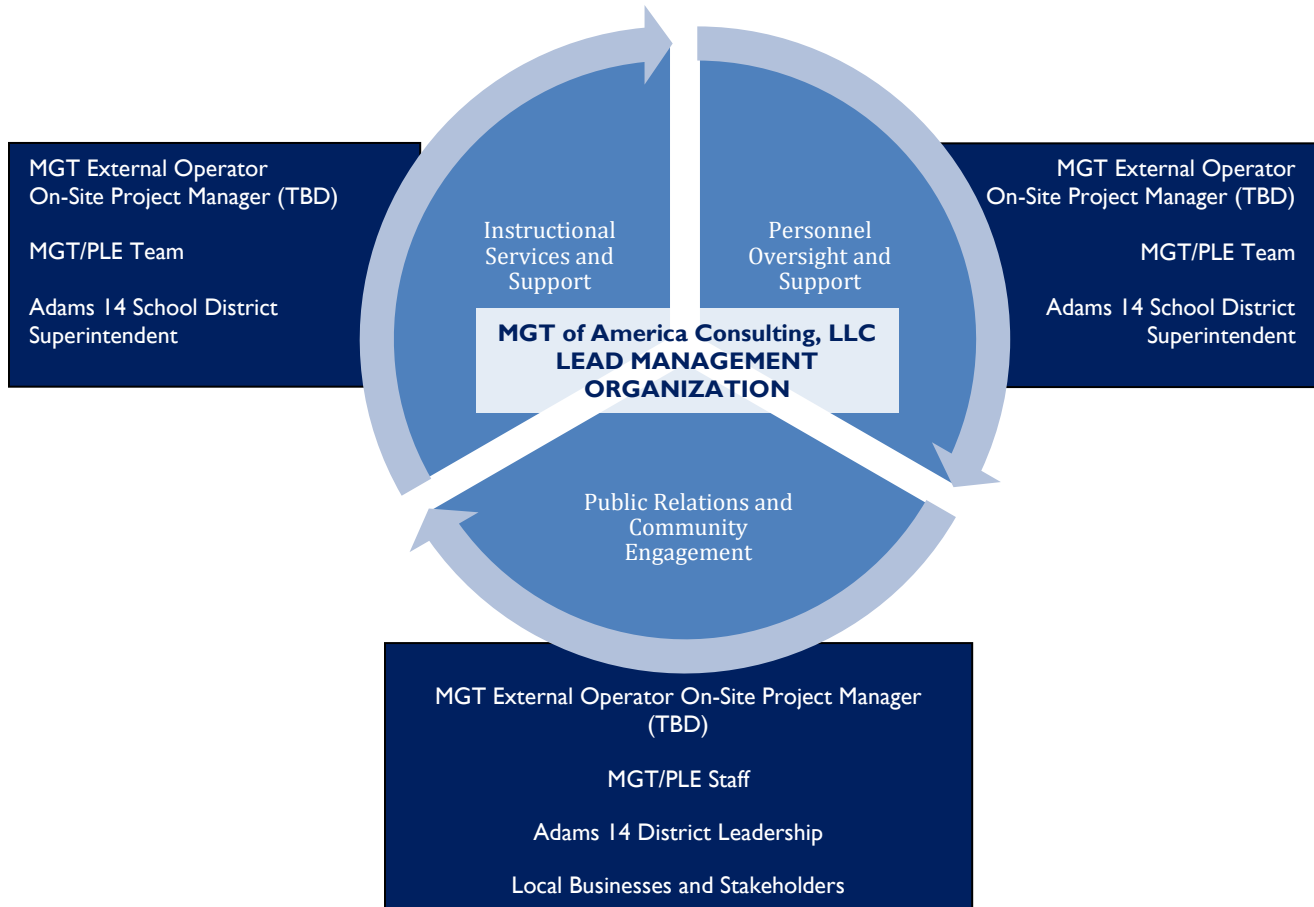
Below is a graphic model of our approach to state-mandated external management of a school or district.

**EXHIBIT A: LEAD MANAGEMENT PARTNER MODEL**



On the following page, we show how our proposed team fits into our approach and model.

## EXHIBIT B: LEAD MANAGEMENT PARTNER STAFFING MODEL



We identified PLE as the ideal partner as their fundamental philosophies of leadership and capacity-building perfectly align with that of MGT. The MGT/PLE team believes a powerful educational system that inspires teachers and students to achieve their full potential is possible and sustainable, and that it must begin in the most persistently underperforming schools. Our goal is to empower system- and school-level leaders to achieve dramatic improvement in a set of persistently underperforming schools. The lessons learned and successes achieved inform our strategies for expanding and sustaining success across the school system.

- 1) PLE is a school leadership development program that emphasizes improving the school system's conditions through four main levers of change:
- 2) Leadership: Systems require the will and capacity to prioritize what is necessary to improve the lives of the children they serve and present a clear vision for the path ahead.
- 3) Differentiated Support and Accountability: System leaders must provide schools with the capacity-building, support, accountability and flexibility needed to achieve urgent change. This support must be tailored to each individual system and school.
- 4) Talent Management: Creating the environment for success requires having the right people in place to carry out the work. We work with districts to enhance the selection of school leaders, the number of highly effective staff and the development of existing staff.

- 5) **Instructional Infrastructure:** A core component of our work involves data-driven instruction to create an evidence-based approach to better serve students. We work with system leaders to create and implement a cohesive assessment strategy, responsive data systems and a high-quality curriculum.

Key to PLEs work is a focus on district conditions to accelerate and sustain change on behalf of students. During our partnership we assess the readiness of the district on the four levers state above and garner the perspective of key stakeholders – teachers and school principals – as part of determining next steps to scale and accelerate change. When engaging with teachers and principals we seek to understand how the success and opportunities for districts in each lever. The lessons we learn are shared with the district to inform their next steps and strategic engagement with schools. Without the voice, perspective and buy-in of the educators who engage most closely with students, change will not be sustainable. To best support Adams, PLE proposes to adapt and extend our standard readiness efforts aligned to sustaining a school turnaround effort to maximize teacher and principal voice. By not only conducting teacher and principal focus groups, but also utilizing a problem of practice activity with teachers and principals, PLE will better reflect to Adams critical shifts that can be made immediately and in future years.

## 6. UNDERSTANDING OF NATIONAL, STATE, AND LOCAL CONTEXT.

*Describe your organization's understanding of the state's educational landscape (e.g., accountability system, role of local control) and local context (e.g., demographics, District's history of turnaround status, community involvement). Explain how your organization is qualified to serve culturally and linguistically diverse students, those at risk of academic failure, gifted and talented students, those students with learning disabilities, and other students who are historically underserved. Describe your organization's expertise and experience in multicultural/multilingual education, pedagogy awareness, and second language acquisition, as well as working directly with the United States Department of Education's Office for Civil Rights on compliance with Title VI of the Civil Rights Act of 1964 and the Every Student Succeeds Act of 2015. Describe your organization's expertise and experience negotiating with exclusive representatives of employee groups on matters of wages, hours, and working conditions.*

The question of what it takes to turn around a chronically low-performing school has been the focus of many educational policymakers, researchers, and practitioners for many decades. The U.S. Department of Education's (USED) School Improvement Grant (SIG) program provided funding to help local school districts improve the academic of students in their lowest performing Title I schools. As a condition of the funding, USED required the schools to utilize one of four prescriptive intervention models:

1. **Turnaround model:** Replace the principal and no less than 50 percent of the staff, introduce significant instructional reforms, increase learning time, and provide the school sufficient operational flexibility (regarding staffing, time, and budgeting) and support (e.g., ongoing, intensive technical assistance).
2. **Restart model:** Reopen the school under the management of a charter school operator, a charter management organization, or an education management organization (which must enroll, within the grades served, any former student who wants to attend the school).
3. **Transformation model:** Replace the principal, develop a teacher and leader evaluation system that takes student progress into account, introduce significant instructional reforms, increase learning time, and provide the school sufficient operational flexibility and support.
4. **School closure:** Close the school and reassign students to higher-achieving schools.

The use of these models and the accompanying additional funding brought about a tremendous amount of upheaval in terms of changes in school administrative and instructional personnel, curriculum models, and the

number of additional instructional support personnel in schools (e.g., instructional coaches and tutors, interventionists, etc.). Many schools implemented extended learning time with mandatory blocks for instruction in math and literacy, as well as before and after-school tutoring sessions.

We have worked in schools that have implemented all of these model in whole or part and through our work, have seen tremendous, positive change in the levels of student achievement. When working across all these models, our emphasis has been on the following:

- ♦ **Building systems and processes** in the schools to help ensure that gains made during our engagement are sustainable and the internal capacity of persons working in the school is enhanced.
- ♦ **Recognizing the importance of effective school leadership** as the key to positive and sustained change in the culture of teaching and learning in schools.
- ♦ **Improving systems of professional learning** and providing professional development that is job-embedded and customized to meet the learning needs of teachers that are unique to each school setting.
- ♦ **Strengthening the ties between the school and their communities** so that parents and other members of the community become an integral part of the school's improvement efforts.

School turnaround is a complex process that does not happen overnight; however, by building the human capital in both the school and the district, low-performing schools can make the changes necessary to allow students to thrive academically, socially, and emotionally.

Over the last three years, CO has led the country with their innovative thinking for school accountability and support. With the passage of HB-1355, CO's accountability laws and systems ensure that all students receive a high-quality education that prepares them for college, career and life. By including clear performance indicators and expectations, schools and districts will know why they are identified and their path for improvement. The state requires that districts set year on year performance targets, identify interim measures, and identify implementation benchmarks. In the state's strategic plan, it has sections for each focus are on what progress looks like in 2022. Further, Colorado has a clear mission and vision statement, and its strategic plan includes five core values: strong foundations, all means all, quality schools, more options, and educators matter. "All means all" is clearly component that most directly targets equity issues. The state's Unified Improvement Plan requires both specific identified root causes as well as strategies intended to address them, which is a strong practice. Adams can leverage this new system to ensure excellent outcomes for their students.

Adams has taken key steps towards systemic and lasting improvement for their student, including (but not limited to):

- ♦ Common formative assessments and easy accessibility via Illuminate
- ♦ Implementing 30-40 minute Reteach and Enrichment block
- ♦ Adoption of a PK-5 core literacy curriculum
- ♦ Creating a framework for instruction
- ♦ Implementation of Beyond Textbooks in 9-10 ELA and Math, 6-8 and K-5
- ♦ Reorganized district personnel and roles

These key actions will provide the path for MGT to further support Adams as they accelerate opportunities and outcomes for all students within the district.



## 7. ORGANIZATIONAL CAPACITY

*Define the capacity your organization has to complete this project. Provide evidence that you can meet the scope of this request in a coherent and timely fashion. Include conditions and structures that need to be in place for successful completion of this project.*

As described in the preceding sections, we have a defined approach and model for school turn around. Our approach is based upon these three areas of improvement:

- ♦ Instructional Services and Support
- ♦ Personnel Oversight and Support
- ♦ Community Engagement and Stakeholder Facilitation

We combine this with a carefully selected leader who must meet both MGT's academic and education qualifications but also meets or exceeds the state and the district's idea of a fully vetted and respected individual capable of leading a campaign of support and cultural shift with the administration, instructional staff, and the community.

Finally, the MGT/PLE team will execute the turnaround plan in the Adams 14 schools. Our team is comprised of experienced educators who are well trained and have experience in turnaround around under-achieving schools. These educators bring skills in the areas of achievement and leadership, literacy and math curriculum and instruction and support of English Language Learners. The team is comprised of a Project Director, a Turnaround Specialist, and Math and Literacy Coaches. The team will provide on-site support with existing district and school leadership, faculty members and curriculum to accelerate student achievement and improve site capacity.

The Coaches and Turnaround Specialists will provide on-site support providing the principals and teachers with ongoing, on-site professional development including one-on-one coaching and mentoring. A team member will be in the school each week allowing for the customization of support and training to meet specific school and individual needs. The team not only provides targeted training but follow-up which reinforces the lessons learned and ensures the training makes its way back into the classroom. The specific focus areas for the team will be Ensuring Effective Teaching Practices, Curriculum and Instruction, Assessments and Effective Use of Data.

Further, MGT has the capacity within the organization to provide specialists in the areas of turnaround coaching, assessment, student support, and ELL. PLE's expertise in leadership and capacity building within each school reinforces MGT's goal of a delivering a high-performing district with a long-term plan for sustainable and continuous improvement.

Dr. Simmie Raiford and Dr. Babette Moreno are two key individuals on the MGT team who will be involved and assigned to support this project. Both individuals have extensive backgrounds in working with under-performing schools and successfully turning them around. Both individuals have a nation-wide network of turnaround specialist who can be added to our team if additional capacity is required.

## RESUMES

Detailed resumes for key personnel, as well as a number of MGT's academic coaches and specialists have been placed in the appendix of this response



## 8. PROPOSED PROGRESS MONITORING SYSTEMS.

*Describe the systems that your organization will put in place to track and monitor the turnaround efforts (e.g., school visits, accountability for implementation, and accountability for student performance). Describe how you will define success.*

At the start of our engagements with low-performing schools, it is critical that there is an agreed upon baseline of performance in all areas of improvement focus, the identification of key performance indicators that will be used to benchmark progress, and descriptions of success that answer the question, “Where does our school need to be in terms of student performance as a result of these interventions?”

Key to reaching success is having a robust system of progress monitoring that holds all those involved in the turnaround process accountable for both actions and outcomes throughout the process. Our approach to progress monitoring is a 10-part process that examines every aspect of the turnaround interventions:

1. **Onsite review of needs assessment results.** This assessment will identify the current “what is” at the school and establish a baseline of performance. The review and analysis of this assessment will contribute to the development of an intervention action plan that will be continuously monitored and assessed for appropriateness and impact.
2. **Onsite support visits which will consist of the following:**
  - a. **Classroom Observations and Walkthroughs** using a mutually agreed upon observation protocol in all core content areas. These observations will be conducted collaboratively with the principal and other instructional support personnel (e.g., coaches, interventionists, etc.) Following the observations, the observation teams will have a debriefing session to discuss strengths and challenges observed in the classrooms and discuss appropriate feedback that will be provided to teachers.
  - b. **PLC Meeting Observation and Facilitation** in which we will support the development of effective practices around lesson planning, analysis of student work, creation and use of formative assessments. We will work with school administrators to create effective schedules for PLC meetings and protocols for both conducting the meetings and assessing their impact and effectiveness.
  - c. **Quarterly Data Disaggregation Meetings** during which we will collaboratively develop systems to utilize the formative assessment tools currently in use to examine student performance data and create performance profiles for each individual student. The first meeting will establish a baseline that we use to determine both growth and proficiency during subsequent quarterly meetings.
  - d. **Monitoring and Updating the School Improvement Plan (SIP)** using information gathered through the three previous onsite support visit activities, we will review the plan and assist the school in documenting progress toward SIP goals and objectives.
3. **Mid-Year and End-of-Year Progress Assessments** that mirror the initial needs assessments will be conducted to examine the year-to-date impact of all interventions and SIP activities. The results of these assessments will be disseminated and discussed during PLC meetings, and teachers will self-reflect on actions and efforts in their classrooms and how these need to be modified based on these assessments. Additional changes may also be required in the approaches and content of the professional development activities for teachers based on assessment results.

## 9. COMMUNICATION AND STAKEHOLDER INPUT.

*Describe how your organization will communicate with stakeholders (e.g., local board, district staff, school staff, students the community, other organizational partners, and state-level stakeholders) on early- and long-term indicators of success. Discuss strategies for engaging stakeholders in meaningful ways throughout the process of setting a vision, creating a plan, implementing the plan, progress monitoring to include communicating successes and areas for improvement, while maintaining total transparency to the process to all stakeholders. How will you have consistent communication and feedback with stakeholders.*

Research has repeatedly revealed that one of the key elements of successful and sustained school improvement is having relationships with parents and the school community that are positive and mutually beneficial. We support these strong relationships that in chronically low-performing schools are too often non-existent. In such instances, we have to build a culture of home-school connection and begin with a small group of parents who would not only welcome school outreach, but also reach out to other families to become a part of the school community. With this starter group of parents and community members we will:

- ♦ **Establish a compelling vision of what parent and community engagement looks like.** This vision would paint a clear portrait of what the school would be like if there were high levels of engagement, and then serve as the blueprint for creating a plan that would support the vision becoming a reality.
- ♦ **Identify parents that will be willing to be leaders** in building a culture of family and community engagement.
- ♦ **Create a parent engagement plan** that is built around the unique nature of the parent community at that school so that outreach efforts align with work schedules, child care needs, transportation challenges, and any other issues that often serve as barriers to parent involvement.
- ♦ **Provide guidance and training for parents, teachers, and school leaders** on how to develop a culture of community in the school. The training would focus on providing these stakeholders with tools for effective communication and understanding the role each plays in building the culture of community. We will also identify specific actions and strategies for providing that would strengthen the ways in which parents work with their children and the way the school supports parents and community members.
- ♦ **Develop a set of monitoring and assessment processes** that allow parents, community members and the school to benchmark the school's process toward the vision of engagement and creating a culture of community in the school. This progress monitoring would include target dates for incremental improvements in parent and community engagement in both planned school events, as well as day-to-day engagement in routine daily school activities.

Working with this starter group of parents and community members, we will expand to larger groups as each phase of the starter group's work is undertaken and repeat this cycle of activities with each successive group of parents and community members.

## SECTION 3: SCOPE OF SERVICES

### PROJECT OVERVIEW AND WORKPLAN

*Provide an overview for this project. This overview should demonstrate a clear understanding of the Owner's needs and provide clear direction toward how the organization has the capability, capacity, and willingness to complete of the scope of work.*

*In compliance with the State Board of Education's Order, the Lead Partner's duties and powers must include but not be limited to the following:*

- 1. Implementing an evidence-based instructional program, including developing/recommending curriculum, assessment systems, scheduling, and professional development;*
- 2. Recruiting and retaining personnel, including responsibilities formerly entrusted to the superintendent, such as: teacher and administrator placement, transfer, and evaluation; recommending to the local board the non-renewal or renewal of employment contracts, action on at-will employees, and action on the superintendent's contract; and employee group negotiations;*
- 3. Recruiting and recommending to the local board management operators needed for individual schools, as well as any service providers needed to support particular programs;*
- 4. Recommending to the local board needed changes to the District's collective bargaining agreement ahead of each annual process for amending said agreement;*
- 5. Evaluating district policies and recommending amendments, revisions, or deletions to the local board policies;*
- 6. Ensuring operational excellence, coordinating community engagement efforts, supporting local governance training, and, ultimately, driving substantive school and District improvement;*
- 7. Determining whether to continue provisions of the Revised Pathways Proposal from 2017, including but not limited to the District's partnership with Beyond Textbooks;*
- 8. Such other and further authority as the Lead Partner reasonably needs to create*

### THE SCHOOL TURNAROUND AND TRANSFORMATION PLAN

What follow is the proposed technical turnaround and transformation plan. The final plan will be customized in partnership with the district and tailored to meet the district, and each school's most critical needs.

**I. Comprehensive Needs Assessments:** Using nationally recognized best practices for school success, coupled with the state or district's specific expectations, the MGT team conducts collaborative multi-day needs assessments of the district and/or school(s). Through this process we examine perceptual and objective data to determine the partners' current capacity in each of these areas:

- a. School Organization: Is the district/school(s) organized for student success?
- b. Student Learning: Are all students learning?

- c. Connections: Are students and community connected and contributing?
- d. Use of Resources: Are resources leveraged effectively?

### IDENTIFY LOCAL NEEDS:

**Pre-visit:** Review of school data and artifacts. This pre-visit review provides the visiting team with the initial picture of the school or district. The review team uses data to determine key areas of focus for each area:

- a. Vision of district/school(s)
- b. Curriculum/Instruction
- c. Leadership
- d. Finances
- e. Operational support
- f. Demographic focus (high needs/not high needs academic discrepancies)
- g. Structures
- h. Range of support structures- special programs, community engagement

The team will develop a list of priority schools based on the review above. These schools will be the first scheduled for priority on-site visits.

On-site visits. The on-site visits will be done in collaboration with local partners and includes a deep introspection into the district and/or school(s). During the visit, the team triangulates data and identifies strengths and needs through observations, focus groups, stakeholder surveys, and climate assessments. This process allows the partner to see themselves through outside eyes and builds understanding of the findings.

- 1) The onsite visit begins with a half day collaboration day to level set and review visitation process.
- 2) The next 2-3 days (determined by size of the partnership) are spent conducting the visit.
- 3) Initial findings are shared during the final day of the visit.

### SELECT RELEVANT EVIDENCE BASED INTERVENTIONS:

**Post-Visit:** The MGT team shares the final report within one month of the visit. The report includes findings for each area, suggested next steps, identification of strength areas and suggested number of coaching days and focus of support.

### PLAN FOR IMPLEMENTATION:

**Follow up onsite visit:** MGT works with the partner to facilitate an implementation plan that prioritizes the identified needs with our partner. The planning team is comprised of partner leadership, MGT facilitator(s) and key participants identified by MGT and partner. Through this process the short- and long-term goals are determined, and structures are modeled including consistent data teams, professional learning opportunities and staffing/scheduling implications.

### IMPLEMENT:

The action plan realizes goals while building site capacity to sustain growth beyond the partnership.

## LEADERSHIP DEVELOPMENT

We provide individualized leadership coaching specific to the needs of administrators, lead team members, and district personnel. Our customized leadership rubrics provide a roadmap for administrators to increase their effectiveness as leaders, building upon their strengths while addressing areas in need of development. At the onset of the partnership, leaders complete a leadership self-study, which is then analyzed and calibrated against our leadership rubrics. Based on the results, leaders participate in goal setting with an MGT mentor. During the relationship, the leader participates in individual and group professional development and coaching. Goals are established using this rubric and progress is monitored throughout the partnership. MGT partners with district leadership to develop profiles of effective school leaders and pathways for current staff.

Principal leadership development is based on models of effective principals and universal leadership qualities. MGT provides professional development in cohorts as well as individualized coaching to increase leadership capacity. Topics include:

- ♦ Visioning
- ♦ Building efficacy in self and others – capacity building
- ♦ Curriculum, Instruction and Assessment
- ♦ Engagement- students, faculty, stakeholders
- ♦ Climate-creating a growth-minded, inclusive climate for learning and working
- ♦ Personal Operating systems
- ♦ Meeting the needs of customers: students, families and teachers
- ♦ Effective training models
- ♦ Strategic planning

### Pathway to Success

- ♦ Self-assessment based on effective leadership and professional standards
- ♦ 3-4-day leadership workshop consisting of whole and small group sessions resulting in personalized pathway plans including short- and long-term benchmarks.
- ♦ Participants also participate in PD-cohorts, individual mentoring, virtual and onsite support tailored to their pathway.
- ♦ MGT provides frameworks for collaboration structures, roles and responsibilities of members, templates for meeting agendas, notetaking, and communication.

In addition to our planned activities above, we have asked PLE to focus on systems and conditions at the district and school level related to Leadership, Differentiated Support and Accountability, Talent Management and Instructional Infrastructure. Diving in deeper on each, PLE considers:

### LEADERSHIP

1) *Will to do what is necessary.* District leadership promotes bold changes to prioritize turnaround work.

2) *Capacity.* The district has the bandwidth for multiple members of its leadership team to orchestrate significant change for school turnaround now.

### Support & Accountability

3) *School accountability*. District executive leadership holds principals, school leadership teams, and itself accountable for high, specific expectations.

4) *School support*. District leadership supports schools by providing strategic and tailored resource utilization, rapid response to key needs and regular, purposeful school presence.

5) *Defined authority*. District provides turnaround principals with the defined authority to drive change in their schools.

#### Conditions for Effective Talent Management

6) *School leadership selection*. District leadership implements intentional, rigorous, and prioritized hiring of school leaders for high-priority schools.

7) *Teacher talent management: Recruitment and Retention*. District leadership establishes conditions to increase the number of highly effective teachers in high-priority schools through recruitment, placement, and retention.

8) *Teacher talent management: Development*. District leadership develops teachers in high-priority schools and then increasingly holds them accountable for instructional performance.

#### Effective Instructional Infrastructure

9) *Valid assessments*. District leadership ensures a rigorous interim assessment strategy that is clearly aligned to standards.

10) *Curriculum and Instructional strategy*. District has clear, coherent and quality curriculum that guides teachers during weekly collaborative meetings, supports alignment of lesson plans to the rigor of the standards, and helps build teacher understanding of each standard.

11) *Data system and culture*. District leadership establishes a data system and data-driven culture that prioritizes responsiveness, urgency, and individual student needs.

12) *Instructional monitoring and support*. District leadership has established practices and systems to ensure high-quality instruction (core & intervention) that is aligned with curriculum and assessments in all classrooms.

PLE customizes community-based solutions at every phase, ensuring our program works for each individual district. As such, major improvement demands committed organizational leadership and honest reflection on system-level challenges. Our guidance enables partners to create and strengthen systems that address their foundational needs. To help district and school-level leaders stay the course, our team delivers tailored, hands-on support all year round—the only program in the nation to do so. We focus on systems and policies across leadership, support and accountability, talent management and instructional infrastructure at the district level first. This approach sets us apart and helps district reflect

Initiatives of this magnitude require real-time support. We offer consultation and technical assistance to help the district and campus address any obstacles, be it in-person, over-the-phone or electronically. The goal? Resolve any concerns that may impair the success of the initiative, particularly during the first year. We also provide a framework through which districts can lead their own school needs assessments, thereby building the district capacity.

## EFFECTIVE TEACHING

Using research based, proven practices we provide instructional support that have shown high positive effects (Hattie, 2011). As stated in the research, the effectiveness of these strategies relies heavily on effective implementation. Although the components of teaching and learning are intertwined and often happen simultaneously, each component is described separately below:

**Instruction** We build teacher capacity by developing a common vision of effective instruction with our partners emphasizing an understanding of the rigor of the standards and instructional pedagogy. Our process includes

whole school professional development, collaboration meetings by grade level or content area, models of proficiency, onsite coaching to introduce and apply evidenced based effective strategies, build instructional capacity and utilize assessment data to drive achievement.

**Standards** Each teacher is expected to teach to the standards. However, teachers often rely heavily on curriculum programs that have an alignment to the state standards. As few, if any, curriculum programs meet the standards 100%, we work with our partners to determine possible gaps in current resources and address these needs.

Schools often rely heavily on curriculum programs that have an alignment to the state standards. As few, if any, curriculum programs meet the standards 100%, we work with our partners to determine possible gaps in current resources through a curriculum audit. The process begins by focusing on the state standards and correlating grade level expectations to the resources being used in schools. In addition to assigning the content of the materials, MGT assesses the use of the resources. As a result of this audit, MGT supports staff to develop a common curriculum including curriculum maps and pacing guides. Essential to the success of this planning is facilitating the deconstruction of the standards and creating both grade level and vertical maps. To ensure all students are exposed to the rigor of the standards, the MGT teams provides additional coaching in differentiation and scaffolding of instruction.

**Data** The use of data is not new to the field of education but often schools need support in sifting through and analyzing the amount of data they have and determining the validity of each data source. MGT begins the data journey with foundation training on the types of data, strategies to analyze and understand the data and methods for determining how to act on the data through goal setting and planning. Through professional development and coaching, MGT utilizes the industry standard Plan-Do-Check-Act (Deming 1993) process to analysis data and use the data for decision making. Key to understanding data is the use of a variety of data types including informal and formal formative assessment data, summative data and perceptual data. MGT's coaching to triangulate these qualitative and quantitative sources guides the partner to determine areas of need and potential resolutions. Once the data is determined, a structure for ensuring consistency is needed. MGT provides this support through the creation of as assessment and analysis calendar, data analysis structures and action planning, implementation and monitoring. Through the focus on data, partners develop an understanding of how data is used to both inform and monitor student progress and guides decision making on curriculum and instruction

**Instructional Model:** MGT understands the need for flexible instructional models built to meet the needs of the school's unique student population. We use a combination of Fisher and Frey's Gradual Release-model incorporating inclusive cooperative learning strategies. Building student ownership of the content, MGT guides teachers to utilize student experiences and interests to model proficiency and lead students to ownership of the content.

**Assessment:** MGT understands the importance of ongoing assessment of learning. Our process includes facilitating the development of a district plan for ongoing assessment. This plan includes the vision, purpose and processes to use to truly leverage data. While teachers are not assessment writers, with a deep understanding of the student performance of the standards, they can develop common assessments that meet the rigor of the standard and develop observable outcomes. Assessments that may be created include writing prompts, performance tasks and projects. The creation of the assessment plan includes developing rubrics to measure both the development of process and product, correlating the assessments to the pacing calendars and developing systems to collect evidence. Analysis of the assessment data supports decisions on future coaching and professional development. This assessment system works hand in hand with the curriculum planning and data analysis systems noted earlier.



**Coaching** MGT coaches work relentlessly with partners to ensure practices are effectively implemented through modeling, coteaching and providing feedback. We believe building efficacy is a key outcome of the coaching process and through our cycle of coaching we build the partners self-efficacy in their role. Our cycle includes:

- ♦ Pre-visit session with coach to establish expectations
- ♦ Data collection in the classroom or work place
- ♦ Intentional feedback provided through facilitated conversations
- ♦ Next step planning including co-teaching or modeling

## STUDENT SUCCESS

Our support services include working with teachers and administrators to identify progress and trends of the students in the building. We ensure there is a strong understanding of students' needs and what strategies are needed to make content comprehensive for these students. A gap analysis of high needs populations allows the team to identify trends and align the appropriate supports necessary to get each student on track for success. Each students' voice is essential to our approach and we work with partners to empower every student as an active participant in his/her education. Services include:

- ♦ Modified instructional and assessment strategy to assess student learning
- ♦ Collaborative meeting monthly to focus specifically on student progress and challenges to success

**English Language Learners** As the population of English Learners continues to increase, so does the need for every educator to understand and address the needs of this specific population. MGT provides both technical assistance and professional development to improve the structure and instruction for ELLs. MGT technical assistance includes assessing the current programs or developing a program that includes identification, placement, programming, progress, exiting and monitoring of ELLs. Instructional support begins by developing a common understanding of language acquisition and the needs of second language learners at each level of language acquisition in the domains of reading, writing, listening and speaking. Partners are then provided with strategies and coaching on developing and modifying instruction that is comprehensible while also building the students' English skills. Ongoing support is provided through onsite professional development, coaching and modeling of strategies. A system for monitoring student progress is also created and teams meet quarterly with ELL specialists to monitor student progress. For partners receiving comprehensive support, this data review is incorporated quarterly into the data team schedule.

**Culture and Climate** Culture and climate are the foundation of a successful school. MGT uses the principles of restorative practices to develop a culture that is student centered and based on continuous growth. To assess the current culture and climate, MGT surveys stakeholder on attitudes and perceptions and then works with the district or school to analyze the results, create priorities and ultimately a vision and mission that reflects these beliefs. The team then creates a rollout plan with strategies to share the vision, mission and expectations for adults and students. Key attributes of the plan are collaboration sessions with stakeholders, training dates and topics, and specific curriculum resources and school programs to support the plan. Also built into the plan are follow up surveys and progress monitoring benchmarks.

*Additionally, and specifically, the District requests expertise and a plan for implementing the following:*



## I. ORGANIZATION CULTURAL SHIFT

*Aligning, developing, and supporting human and professional capital where all stakeholders are motivated to commit to whole-system transformation; developing existing and new teachers and leaders while insisting on high expectation learning experiences for all; developing trust and confidence needed to increase student achievement*

As detailed in the preceding sections, the MGT understands and is wholly aligned that support, trust, and confidence for our plan and project team are critical to this projects success.

From the selection of our on-site project manager, to our community engagement team, our entire approach is designed to achieve this across all stakeholders.

In a recently completed project for Jefferson Parish Public School System (New Orleans), we held our community engagement and input sessions in five different languages. Our on-line survey for this project was provided in more than twelve different languages. We provided the same range of language options in our recent strategic visioning project for Aurora Public School District in Colorado.

The above is just a small example of our commitment to engaging the whole community in transforming the Adams 14 School District to high-performing school district of choice in the greater Denver area.

## 2. INSTRUCTIONAL TRANSFORMATION

*Providing instructional clarity and transformation resulting in strong infrastructures, effective use of research-based strategies, operative planning, and effective lesson delivery; creating a District-wide instructional framework and reporting system for first best instruction that is research- and standards-based, rigorous, and culturally responsive; developing and bolstering intervention and enrichment supports for literacy, numeracy, English language learners, and those students identified with special instructional needs; and developing and expanding Early College and Career and Technical Education opportunities*

MGT and PLE understand that the core of any district and school transformation effort begins with first best instruction. To best support Adams 14 we will first collaborate to review the current instructional frameworks, their alignment to standards, data and assessments used to drive and measure student progress, outcomes for all students and any potential instructional gaps for English learners and students with disabilities and how schools and school leaders perceive district requirements and supports. Specifically, we will consider:

District assessment strategy: District leaders ensure a rigorous assessment strategy in partner schools, including an explicit strategy (1) to understand learning against standards throughout the year and (2) to leverage multiple points of data to shape instruction. Leaders need structures for data-informed decision-making to guide systems for effective collaboration, coaching and instructional planning. Leaders should ensure teachers' needs are met with timely, accurate student data to adjust instruction to meet student needs.

Via deep training on data-driven instructional practices, Adams district and school leaders will be equipped to implement data driven instruction effectively to increase student achievement in schools and answer two essential questions:

1. How do we know if students are learning?
2. And if they're not, what do we do about it?

Other core ideas will include:



- ♦ Standards are MEANINGLESS until you define how you will assess them. However, Assessments are the STARTING POINT, not the end point.
- ♦ The rigor lives in the answer choices or the rubric that defines the skill set.
- ♦ How we write our questions/assessments defines everything.
- ♦ Our commitment to college-ready academic preparation is determined by the rigor of our assessments.
- ♦ Any initiative that requires buy-in from beginning will fail. When done well, Data Driven Instruction does not require buy-in, it builds it.

School collaboration strategy: District leaders ensure high quality, evidence-based collaboration for teachers in partner schools, including structures, expectations, and supports to school leadership teams to help them maximize the value of set aside time towards improving teacher practice and student outcomes. A healthy research base conveys the connection between regular, job-embedded teacher collaboration and student achievement. When teachers work together around problems of practice and have an evidence-based results orientation, they co-create solutions for improving instruction and ultimately student achievement.

District curriculum strategy: District leaders provide a coherent, detailed and high-quality scope and sequence of K-12 learning objectives and resources aligned to the rigorously appropriate standards that facilitate teachers' understanding of each standard, guides their planning, and promotes aligned instruction. Curriculum is the foundation for providing teachers with the content tools, measurable plans and structure, alongside aligned assessments, that define how the standard will be measured to plan high-quality instruction.i By identifying the concepts and skills required to teach at each academic band or grade-level to prepare students for college and career, a high quality curriculum provides a foundation that informs how to order the delivery of content to maximize student learning. A comprehensive curriculum can improve the planning and inform delivery adjustments of new or struggling teachers and allows master teachers to focus on students' individual needs and provide support to colleagues.ii A quality curriculum promotes equity by assuring all teachers and students have access to resources that define student mastery and promote high expectations.iii

School action planning strategy: District leaders provide partner school leaders with sufficient, ongoing support to ensure completion and focused execution of high quality, school action plans that leverage data to identify significant challenges, detail a thoughtful, organized, and responsive way forward, and articulate how progress will be defined and sufficiently monitored for continuous learning and adjustment. District leaders can better assist school leaders with achieving meaningful results where clear direction exists and was collaboratively developed; higher quality school improvement plans are associated with levels of program implementation and increases in English/language arts and mathematics scores. Breaking traditional annual plans into shorter cycles creates the focus and sense of urgency necessary for rapid improvement and real-time adjustments.

### 3. LEADERSHIP DEVELOPMENT

*Creating rigorous school and District accountability systems that provide guidance for leadership, coaching, teaching, assessing, and 6 monitoring learning; and providing support for expectations for ongoing Professional Learning Community work to create the collective efficacy of all staff*

Simply stated, leadership matters. At both the district and building level, leaders often are the differentiating factor when it comes to creating and sustaining change for students. As part of the PLE model, we will partner with Adams to consider the existing leaders within schools and help the district design and execute an effective recruitment and retention strategy that best serves teachers and students.

Based on the body of research documenting the importance of school leaders, specific research conducted by Public Impact regarding effective turnaround leaders (2007; 2008), and our experience with over ten cohorts of school turnaround leaders participating in the PLEPLE codify what actions leaders need to take to be successful in a diverse array of school and policy contexts. Looking forward, the competencies will help us select leaders who may not yet have turned around a school but who, due to their competencies, show the potential to be successful turnaround leaders. The competencies also will help PLE faculty and leaders understand – and address – leaders’ personal strengths and weaknesses that may affect success as they embark on the turnaround challenge.

Past behaviors are a strong predictor of future performance. Ideally, school districts could choose people who have been successful previously in the same job: leaders who have already led very successful school turnarounds. But demand for leaders with a demonstrated track record of success far exceeds supply and not all successes are portable. The turnaround leader competencies are general enough that they can be used to select leaders who have shown the right combination of competencies in other jobs to be successful in a challenging turnaround situation, but who have not necessarily turned around a school.

People who have previously exhibited high levels of competencies that determine leadership success in a turnaround are more likely to succeed as future turnaround leaders. Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences. Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates describe their detailed actions and thinking in past work events; knowing what candidates have done to achieve success is a strong predictor of how they will seek success at work in the future.

The BEI originated from the perspective that competency assessment is more predictive of occupational success than other measures (McClelland, 1973). Subsequent research suggested that this perspective is accurate, as competencies learned in college were found to be more predictive of occupational success than test scores were (Winter, McClelland, & Stewart, 1981). More recent research suggests that the BEI is a valid instrument, when administered by trained individuals (Spencer & Spencer, 1993). Furthermore, it can be used to statistically identify “tipping points” that highlight where an individual does or does not demonstrate sufficient levels of competencies necessary for an occupational role (McClelland, 1998).<sup>6</sup> More recently, a team of PLE researchers developed a turnaround leader competency model derived from the previous research on organizational change as well as principal performance. Analysis of BEI data from interviews with principals whose leadership was statistically associated with a turnaround identified seven turnaround leadership competencies (Zhu, Hitt, & Woodruff, 2014). Based on self-reported actions of turnaround principals demonstrated in a structured BEI, principals who achieved significant achievement gains in their schools post-BEI demonstrated these seven competencies at levels distinguished from competencies demonstrated by principals whose schools did not achieve significant achievement gains (Zhu, Hitt & Woodruff, 2014).

The behavioral event interview provides very rich data that we believe is best used as a final-round interview and to inform both development and placement. However, where possible district partners should prioritize the recruitment efforts necessary to consider a robust list of candidates ahead of the BEI and to develop other data to use alongside BEI for final decisions. Of course, past success is the best predictor of future performance and thus one wants to understand, with metrics, what success a leader has had in past schools (or in grade-levels if a teacher leader) and how they achieved that success. Performance interviews that measure instructional expertise can be helpful. Successful turnaround principals have strong instructional expertise or, if they lack it, have a keen awareness of their abilities, can use data to identify needs, hire other leaders that complement them and can leverage strengths of a leadership team. References and screening interviews can help as well.

## SECTION 3: SCOPE OF SERVICES

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In line with our goal to develop specific criteria to help partner districts develop systemic conditions needed for turnaround success, we have integrated the BEI into the turnaround leader application process using the following steps:

- 1) Educate district about potential to improve school turnaround success rates by enrolling in the PLE and selecting school leaders based on competencies.
- 2) Partner with district to:
  - a. Identify internally and recruit externally candidates to interview for turnaround leadership positions.
  - b. Help district build their own capacity for competency-based interviewing with initial introduction for how to use BEI for future leadership selection.
  - c. Use BEI to assess potential turnaround leader competencies as primary component of selection for PLE; UVA conducts the interviews alongside district leadership.
  - d. Leverage the results of the BEI, alongside performance and interview observations to-date, to determine turnaround leaders for each school.
- 3) Partner with district to help individual leaders to develop competencies identified as areas for growth. The district writes a feedback report for each candidate and determines how to integrate turnaround competencies into their development plan.
- 4) Consider leveraging an adapted BEI model for selection and development of principal supervisors (i.e. shepherds) charged with overseeing the turnaround initiative, created based on our observations of effective shepherds.

The BEI competency areas are:

### FOCUSES ON SUSTAINABLE RESULTS

Definition: The school leader takes responsibility in improving school outcomes and implementing initiatives to accomplish sustainable results, based on understanding and analysis of the challenges of the school.

Dimension: To what extent the school leader demonstrates sophistication and perseverance to drive sustainable results.

### ENGAGES THE TEAM

Definition: The school leader works with a group of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.

Dimension: To what extent the school leader leverages collective efforts of adults to accomplish goals.

### IMPACT AND INFLUENCE

Definition: The school leader takes actions for the purpose of affecting the perceptions, thinking, and actions of others.

Dimension: To what extent the school leader adopts various approaches and/or engages a variety of stakeholders to support school goals.

### HOLDING PEOPLE ACCOUNTABLE FOR SCHOOL PERFORMANCE

Definition: The school leader is mindful of school performance needs and holds others accountable for high standards.

Dimension: To what extent the school leader demonstrates a performance mindset and holds people accountable for school performance.

### COMMITMENT TO STUDENT LEARNING

Definition: The school leader demonstrates a commitment to students as evidenced by a belief in own capability, and the courage to take a stand on behalf of students.

Dimension: To what extent the school leader's personal mission of relentless pursuit of student learning is actualized.

### CONCEPTUAL THINKING

Definition: The school leader demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.

Dimension: To what extent does the school leader make connections that are useful in creating meaning and clarity for self and others.

### ANALYTICAL THINKING

Definition: The school leader demonstrates the ability to analyze issues and opportunities in a logical way, and to recognize cause and effect.

Dimension: To what extent the school leader understands and articulates the relationship among many facets of a situation.

After building leaders are in place, PLE continues to support both district leaders in their support of principals and principals to continuously grow their capacity through on-site tailored support for district and schools and executive education for principals and their leadership teams. We also consider:

School supervision and support strategy: District leaders commit to ensuring well-coordinated support and accountability efforts that build school leadership capacity and empower school leaders to advance meaningful change; this includes well-executed strategies for school site visits, cross-school professional development, rapid response to needs and clarity on expectations and flexibilities. School leaders need responsive district leaders who wield their positions to catalyze principal and organizational growth.<sup>iv</sup> Effective district leaders adapt their approaches to better align with the ongoing challenges and successes schools encounter<sup>v</sup>, ensuring an individualized and responsive approach to support and accountability<sup>vi</sup> that grows leadership capability to change school trajectories. While principal supervisors provide critical leadership capacity building, district senior leadership also cascades its support through developing effective supervisors, ensuring strategic resource allocation to prioritized schools, and developing effective system-level monitoring and responsiveness.<sup>vii</sup>

## SECTION 4 – SCHEDULE

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*Provide a 6-month assessment plan detailing current practices in the District. Additionally, provide a high-level master plan schedule, including key milestones, from the first 6 months to the date to the completion of the project continuing for a term of not less than four years (48 months).*

The schedule below is tentative based upon our current understanding of the size and scope of the Adams 14 project. We will develop the final schedule in partnership with the District and are confident we can accommodate any changes deemed necessary.

### SPRING 2019

Data Collection and Review

High Priority Schools three day needs assessment scheduled (2 people, 3 days)

### SUMMER 2019:

Three days of training for school administration- develop common understanding of role of administration, data review, school planning, Setting the vision for the year/project for effective teaching practices, curriculum and instruction, assessment and use of data. Additionally, we will focus on building the school structures and year calendar of collaboration, professional development and data team meetings. School leadership will be supported to review the MGT leadership rubrics and determine their current level of proficiency for each domain.

Two additional of training with school leadership team- set expectations, training on teaming and goal setting for the key areas of focus. Sharing of the proposed structures and refining them to build ownership among the school leaders. Create calendar of ongoing leadership team meetings. This time is also used to set instructional and planning for instruction expectations, provide a model for planning and the use of data.

### ONGOING SUPPORT AUGUST THROUGH MAY 2020

Stakeholder Meeting (administration, faculty, staff) should be held on or near the first day employees are required to report back to school

As the school year starts, the MGT/PLE team will work with the school administration to plan support in the areas of ELA, math and general instructional support to all content teachers. This support is divided among the team members and is scheduled to maximize the teams time on campus. Activities at the school include collaboration days with school teams, data team cycle, and professional development.

Within the first month of the new school year, the MGT/PLE team will hold the first community engagement event.

Each quarter the MGT team collaborates with the school leadership team to progress monitor and revisit supports and plans as necessary. This half day meeting includes reviewing evidence of progress and determining immediate and long term next steps.

The first year of engagement, the team suggests that a parent/community event be held each semester (or more as deemed necessary by District and On-site Project manager, to share school progress and gather feedback.

During the spring the leadership team begins drafting the implementation plan for the following year, using the MGT rubrics and findings from the progress monitoring meetings.

### SUMMER 2020

Administrator training and Leadership team retreat two days. The leadership team reflects on the progress of Year One and determines next steps and modifications in all focus areas utilizing data, surveys and the quarterly progress monitoring results. The team creates the implementation plan for the 2020-2021 school year.

### YEARS TWO THROUGH FOUR

Years Two, Three and Four follow the same cycle as Year One with two days of leadership training in the summer, and two days of team training and opening school activities followed by the consistent onsite support and the quarter progress monitoring meetings. Each year MGT gradually releases the amount of direction they provide and moves from direct modeling to a guidance role to ensure the site capacity is being developed.

## SECTION 5 - REFERENCES AND RESULTS

### MGT OF AMERICA CONSULTING, LLC

Emergency Management of the Gary Community School District | *State of Indiana Distressed Unit Appeal Board, Department of Administration*

#### COURTNEY L. SCHAAFSMA

Executive Director  
Distressed Unit Appeal Board  
Indiana Department of  
Administration  
317.234.2273  
[CSchaafsma@dlgf.IN.gov](mailto:CSchaafsma@dlgf.IN.gov) or  
[cschaafsma@duab.in.gov](mailto:cschaafsma@duab.in.gov)

In July 2017, Indiana Senate Enrolled Act 567 was signed, requiring the Distressed Unit Appeals Board (DUAB), a Governor appointed board, to appoint an Emergency Manager for Gary Community School Corporation (GCSC). MGT was selected as the Emergency Manager (EM) to operate GCSC on July 31, 2017. The MGT team of content experts was in Gary operating the district on August 1, 2017. The EM team was given complete authority and responsibility to provide oversight and control of both operations and instruction. In August 2017, GCSC was no longer run by the elected School Board and Superintendent. The EM team reports to the Executive Director of DUAB.

In the chart below, we indicate our progress in Year One.

MGT's transformation of GCSC in the 2018-19 school year and beyond will focus on improving academics by instructional coaching and professional development; achieving fiscal solvency and sustainability; continuous operational improvement; and community engagement to continue building support and goodwill with all students, families and stakeholders.

We will continue to work closely with the State of Indiana to develop a governance structure that will best serve the district and the community for years to come.

#### Assessment August 2017

Academics	Fiscal & Operations	Community Engagement
GCSC received an overall District letter grade of "F" for multiple years. Several schools failing for multiple years. Standardized test administration practices and environment questioned by state.	An annual deficit of \$22,000,000 on annual revenue of \$50,000,000. Accumulated debt of \$104,000,000. Accounts payable of \$16,500,000 including over \$8,000,000 to IRS.	Anger, frustration, resentment, and confusion from Board of Trustees, staff, community leaders, parents, and local elected officials.
Few, if any, meaningful evaluations of teachers and principals for several years.	No internal controls, line-item budget, employee roster or updated payroll, human resources, or accounting software or systems.	Over a decade of declining enrollment. No meaningful student recruitment or retention efforts.
No class assignments or schedules, curriculum maps, fidelity to assessment system, emphasis on core instruction for several years and no new	Over 30 unoccupied, dilapidated schools. The 11 occupied schools were not cleaned, maintained, or conducive to a learning environment.	Lack of accurate information, clarity, and transparency into academic, fiscal, and operational realities.



## SECTION 5 - REFERENCES AND RESULTS

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text books for at least ten years.		
Stabilization 2018		
Academics	Fiscal & Operations	Community Engagement
Implemented academic process checks through the 8 Step process.	Implemented a Viable Deficit Reduction Plan to eliminate deficit and debt over a reasonable amount of time. Reduced the annual deficit, accumulated debt, and accounts payable.  Eliminated the IRS obligation and regained control over assets when IRS released liens.	Regularly met and cultivated relationships with key community organizations, faith-based leaders from many of the 400 churches in Gary, as well as the Mayor of Gary, Gary Chiefs of Police and Fire, and other local superintendents.
Implemented annual performance reviews of leadership and strengthened capacity of school administrators through ongoing professional development.	Implemented an Internal Controls Manual and a Business Office Procedure Manual, a line-item budget, a monthly Budget vs. Actual analysis, and cloud-based payroll, human resources, and accounting systems.	Engaged the community through outreach and communication such as billboards, postcards, yard signs, neighborhood canvassing, and social media to communicate academic and operational progress, solicit support, and to improve enrollment and retention.
Achieved compliance for first time in 10 years with federal special education laws, regulations, and requirements.	Implemented closure and consolidation of schools. Executed new transportation, health insurance, and custodial contracts.	Held regular public meetings with parents in the community and in individual schools to provide clarity and transparency on all aspects of GCSC.

External Operator for Nocatee Elementary School (Florida) | DeSoto County Public Schools

**MS. CARRIE FULLER**

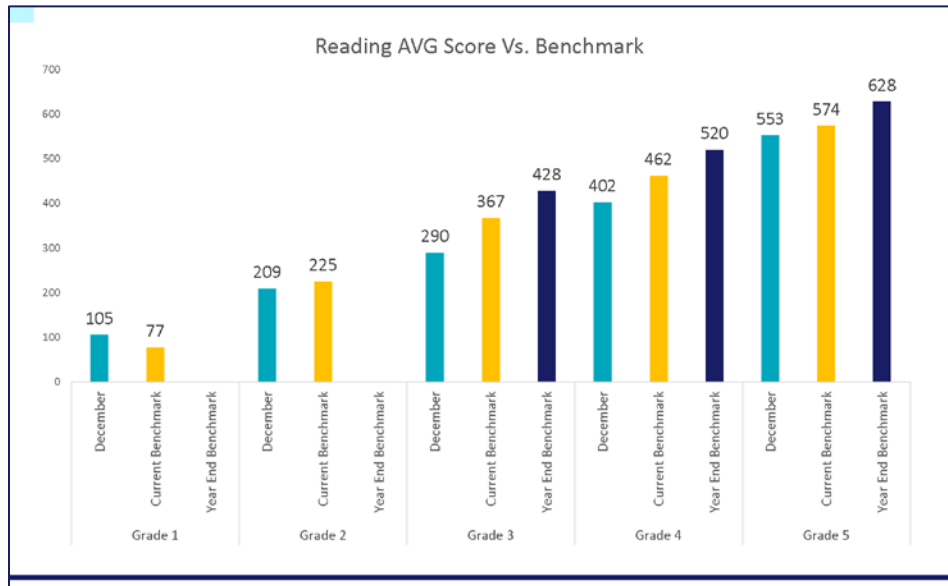
Director of Instructional Services  
530 N La Solona Ave  
Arcadia, Florida 34266  
(863) 494-4222  
Carrie.Fuller@Desotoschools.com  
07/01/2018 - current

MGT of America Consulting, LLC is currently serving as the External Operator for Nocatee Elementary School after the school received a failing grade for the three consecutive years. MGT quickly hit the ground, held community engagement sessions, in both English and Spanish, to help the community understand that we were there to provide the best solution to ensure their children receive a quality education. Prior to the start of school, we also interviewed and place a new principal and assistant principal selected for their ability and enthusiasm to lead the school in a new direction.

Once school started, the team mobilized to develop a transformation plan including mapping existing curriculum to state standards, A schedule for both coaching and professional development, as well as the design and development of interim assessments to individual student and class progress.

Charts showing progress so far are shown on the following page.

EXTERNAL OPERATOR SERVICES  
NOCATEE ELEMENTARY SCHOOL PROGRESS REPORT



**LEGEND:**

December (light blue) shows the expected score on the progress monitoring assessment for the month of December

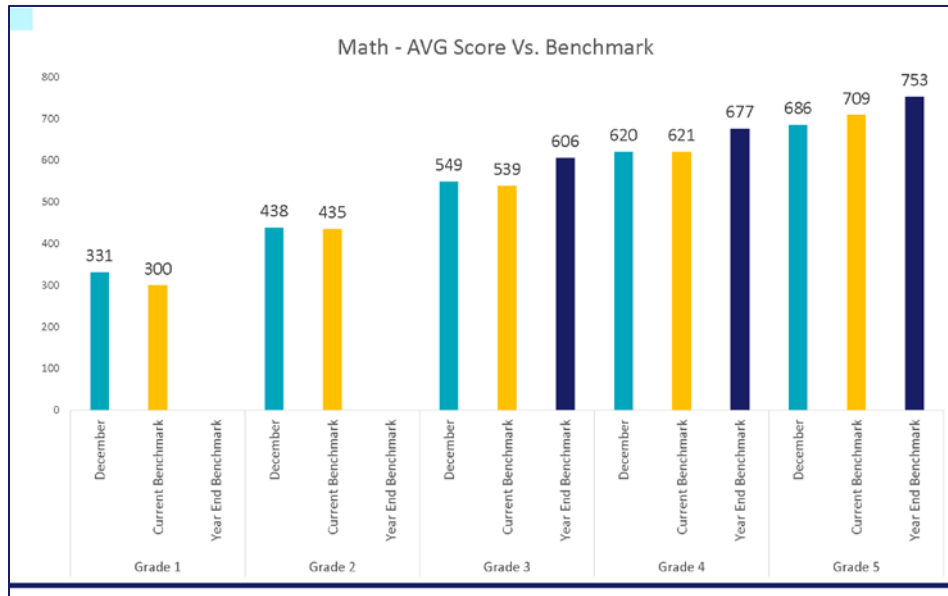
Current Benchmark (in yellow) shows actual average score on progress monitoring assessment students took last December.

Year End Benchmark (dark blue) shows the expected level of performance on the progress monitoring assessment at the end of the year for students to be successful on the state assessment.

Notice that on average, the actual scores exceed the expected scores in Reading

## SECTION 5 - REFERENCES AND RESULTS

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### LEGEND:

December (light blue) shows the expected score on the progress monitoring assessment for the month of December

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Year End Benchmark (dark blue) shows the expected level of performance on the progress monitoring assessment at the end of the year for students to be successful on the state assessment.

Notice that on average, the actual scores exceed the expected scores in Reading

## SECTION 5 - REFERENCES AND RESULTS



### School Improvement Services | School District of Hamilton County

#### REX MITCHELL

5683 Highway 129 South, Suite 1,  
Jasper, FL 32052  
(386)792-7802  
Rex.Mitchell@hamiltonfl.com  
Current Client

MGT provided school improvement services to Hamilton County District Schools . Specifically, the team provided professional development and coaching for the teachers and staff., including regular check points for progress monitoring.

Through our services, we were able to assist the district in earning a state grade of "C" therefore they were not required to have an external operator.

### School Improvement Services | School District of Madison County

#### DR. KAREN PICKLES

Madison County District Schools  
Superintendent of Schools  
210 Duval Street  
Madison, FL 32340  
850-973-1530  
Karen.Pickles@madison.k12.fl.us  
Current Client

MGT provided Madison County District Schools to provide professional development and coaching for their underperforming schools. Through our training sessions, including regular check points for progress monitoring, we were able to assist Madison County Central School a state grade of "C" which prevented them from hiring an external operator as per the state's mandate.

## SCHOOL IMPROVEMENT SERVICES MADISON AND HAMILTON COUNTY SCHOOL DISTRICT RESULTS

District Name	School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible	Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014
HAMILTON	HAMILTON COUNTY HIGH SCHOOL	30	47	40	36	48	44	42	49	80	68	38	522	11	47	97	C	D	D	D
HAMILTON	HAMILTON COUNTY ELEMENTARY SCHOOL	33	49	48	50	59	54	34					327	7	47	100	C	D	D	D
MADISON	MADISON COUNTY HIGH SCHOOL	34	40	33	24	33	41	36	55		83	47	426	10	43	99	C	C	D	C
MADISON	MADISON COUNTY CENTRAL SCHOOL	34	48	50	36	54	60	35	68	85			470	9	52	99	C	D	D	D
MADISON	GREENVILLE ELEMENTARY SCHOOL	68	63		79	48	13						271	5	54	98	B	C	B	F
MADISON	LEE ELEMENTARY SCHOOL	60	58	60	74	55	50	61					418	7	60	100	B	C	C	A
MADISON	PINETTA ELEMENTARY SCHOOL	64	58	39	69	68	37	70					405	7	58	100	B	A	A	B
MADISON	JAMES MADISON PREPARATORY CHARTER HIGH SCHOOL	55	51	26	48	55	42	71	62		88	64	562	10	56	100	B	C	C	A
MADISON	MADISON CREATIVE ARTS ACADEMY INC	66	51	37	74	69	59	58	81	70			565	9	63	100	A			

## SECTION 5 - REFERENCES AND RESULTS



School Efficiency Reviews (24 Divisions)   Virginia Department of Planning and Budget																											
<b>JOHN RINGER</b> 1111 East Broad Street Richmond, VA 23219 (804) 486-7324 john.ringer@dpb.virginia.gov 2005 – 2015	<p>MGT conducted an efficiency review of 24 Virginia School Divisions. The efficiency reviews examined the following areas: division administration, human resources, financial management, purchasing, facilities use and management, transportation, costs of educational service delivery and special education, technology management, and food services.</p> <p>Divisions reviewed include</p> <table border="0"> <tr> <td>Alexandria City Public Schools</td><td>Loudoun County Public Schools</td></tr> <tr> <td>Bath County Public Schools</td><td>Louisa County Public Schools</td></tr> <tr> <td>Botetourt County Public Schools</td><td>Montgomery County Public Schools</td></tr> <tr> <td>Campbell County Public Schools</td><td>Norfolk Public Schools</td></tr> <tr> <td>Charlottesville County Public Schools</td><td>Petersburg City Public Schools</td></tr> <tr> <td>Chesterfield County Public Schools</td><td>Prince William County Public Schools</td></tr> <tr> <td>Clarke County Public Schools</td><td>Rappahannock County Public Schools</td></tr> <tr> <td>Culpeper County Public Schools</td><td>Roanoke County Public Schools</td></tr> <tr> <td>Dinwiddie County Public Schools</td><td>Smyth County Public Schools</td></tr> <tr> <td>Franklin County Public Schools</td><td>Williamsburg-James City County Public Schools</td></tr> <tr> <td>Hampton County Public Schools</td><td>Winchester Public Schools</td></tr> <tr> <td>Isle of Wight County Schools</td><td>York County Public Schools</td></tr> <tr> <td>Lancaster County Public Schools</td><td></td></tr> </table>	Alexandria City Public Schools	Loudoun County Public Schools	Bath County Public Schools	Louisa County Public Schools	Botetourt County Public Schools	Montgomery County Public Schools	Campbell County Public Schools	Norfolk Public Schools	Charlottesville County Public Schools	Petersburg City Public Schools	Chesterfield County Public Schools	Prince William County Public Schools	Clarke County Public Schools	Rappahannock County Public Schools	Culpeper County Public Schools	Roanoke County Public Schools	Dinwiddie County Public Schools	Smyth County Public Schools	Franklin County Public Schools	Williamsburg-James City County Public Schools	Hampton County Public Schools	Winchester Public Schools	Isle of Wight County Schools	York County Public Schools	Lancaster County Public Schools	
Alexandria City Public Schools	Loudoun County Public Schools																										
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Hampton County Public Schools	Winchester Public Schools																										
Isle of Wight County Schools	York County Public Schools																										
Lancaster County Public Schools																											

We are experienced in designing sound recommendations for improvements and effective implementation plans. In many school divisions, the implementation of our comprehensive management, organization, and efficiency review recommendations has saved millions of dollars. In the 24 Virginia efficiency reviews conducted by MGT, more than 90 percent of our recommendations were adopted, achieving a school division average savings of more than \$1 million annually, as illustrated in the exhibit below.

DIVISION	IMPLEMENTATION RATE	ANNUAL SAVINGS	DIVISION	IMPLEMENTATION RATE	ANNUAL SAVINGS
Alexandria City	88.73%	(\$568,568)	Loudoun County	86.67%	\$436,178
Bath County	80.52%	46,923	Louisa County	90.67%	\$764,433
Campbell County	91.03%	\$389,079	Montgomery County	87.06%	\$738,922
Charlottesville City	90.32%	\$3,406,331	Norfolk City	92.31%	\$2,555,680
Chesterfield County	92.21%	\$4,565,408	Petersburg City	98.90%	\$3,999,757
Clarke County	98.92%	\$42,961	Prince William County	84.62%	\$262,877
Culpeper County	90.43%	\$364,081	Rappahannock County	90.67%	(\$53,325)
Dinwiddie County	91.82%	\$1,604,706	Roanoke City	81.25%	\$1,871,044
Franklin County	81.48%	(\$61,142)	Smyth County	95.40%	\$45,026
Hampton City	91.92%	\$8,683,089	Williamsburg-James City	88.89%	(\$195,890)
Isle of Wight	93.68%	(\$437,184)	Winchester City	90.91%	\$134,103
Lancaster County	94.44%	\$18,928	York County	92.68%	\$323,728
<b>AVERAGE RECOMMENDATION IMPLEMENTATION RATE</b>				<b>90.72%</b>	

SECTION 5 - REFERENCES AND RESULTS  
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<b>AVERAGE SCHOOL DIVISION ANNUAL SAVINGS</b>	<b>\$1,202,130</b>
<b>TOTAL ANNUAL SAVINGS (24 DIVISIONS)</b>	<b>\$28,851,123</b>

Source: Virginia Department of Planning and Budget website, March 2014.

## REFERENCES FOR UVA PLE

School Improvement Services   <i>School District of the City of York</i>	
<b>DR. CAROL SAYLOR</b> Chief Recovery Officer School District of the City of York 31 North Pershing Ave York, PA 17401 <a href="mailto:SaylorC@yys.k12.pa.us">SaylorC@yys.k12.pa.us</a> 2018-Present	PLE is currently supporting York Public Schools. Partnership entered via stated directed Recovery Plan. Early surveying of stakeholders found that it as a “transformative experience” that is “changing the way I do my job”. District is moving forward with additional schools entering the program in 2019-20.
School Improvement Services   <i>School District of the City of York</i>	
<b>DR. THEODIS LAMAR GOREE</b> Superintendent Caddo Parish Public Schools 1961 Midway Avenue Shreveport, Louisiana 71130 <a href="mailto:tlgoree@caddoschools.org">tlgoree@caddoschools.org</a> 2013-2016	From 2013-2016, 8 out of 10 schools came out of needs improvement status, 3 out of 10 schools achieved ‘top gains’ status and the two high schools experienced graduation cohort growth from 44% to 67%.

## APPENDIX – DETAILED RESUMES



### SIMMIE RAIFORD, PH.D.

*Project Director*  
MGT CONSULTING GROUP

Dr. Raiford has been the project director or team member on school district efficiency, management, and performance reviews throughout the country. Dr. Raiford has over 30 years as an educator with experience at the elementary school, district, and state level. Leadership experience includes work as a principal of a gifted magnet elementary school, and district director of staff development. In addition, for three years, served as a district-level instructional coach for first-year teachers. State level experience includes working as an educational policy analyst for the Florida Legislature. Since 2004, the work has centered on supporting transformation efforts in schools threatened by state takeover. The focus of that work was on coaching new principals and teachers around key elements of school transformation, namely, instructional effectiveness, collaborative planning, data-driven decision making, parent and community involvement, conducting classroom observations and providing feedback, designing formative assessments, and curriculum alignment. As a consulting team member, Dr. Raiford frequently conducts public forums and her specialty areas include professional development, staffing, educational adequacy assessments, human resources, community and parental involvement, and educational services delivery.

#### AREAS OF EXPERTISE

- ♦ Management and direction of educational adequacy assessments, community engagement, and strategic planning.
- ♦ Management and direction of organizational and performance reviews for school districts.
- ♦ School Improvement, turnaround, and transformation
- ♦ Professional development and instructional coaching

#### EDUCATION

PH.D, Educational Leadership, Florida State University  
M.A, Educational Leadership, Jacksonville University  
M.A, Elementary Education, Jacksonville University  
B.S., Elementary Education, Jacksonville University

#### SIMILAR PROJECT WORK

Austin Independent School District, Texas   Efficiency Review	Los Angeles Unified School District, California   Consulting Services for School Site Improvement Plans
Clark County School District, Nevada   Review of Clark County School District	Mississippi Department of Education   Evaluation Services for Mississippi Reading First Program
Colorado Department of Education   Statewide Financial Assistance Priority Assessment	Nevada Department of Education   Evaluation of Nevada Reading First Program
Compton Unified School District, California   Curriculum and Instruction Evaluation	Richland County School District One, South Carolina   Staffing Audit Services
Florida TaxWatch   A Study of the Economic Impact of Participation in Boys and Girls Club Activities Throughout Florida	Richmond Public Schools, Virginia   Staffing Study
Florida TaxWatch   Assistance with Charter School Accountability	Virginia Department of Planning and Budget   School Efficiency Review (for districts Alexandria City, Louisa, Petersburg City, and Rappahannock County)



Franklin Township Public Schools, New Jersey |  
Operational Performance Review  
Irving Independent School District, Texas |  
Management and Performance Review

## SIMMIE RAIFORD, PH.D.

*Project Director*  
MGT CONSULTING GROUP

Office of Program and Policy Analysis and  
Government Accountability | Performance Audit for  
Washington County Schools, FL





## BABETTE MORENO ED.D.

*Director, Education Transformation*  
MGT CONSULTING GROUP

Babette is a performance driven bilingual senior leader in educational services with over 30 years of success in dynamic school reform and sales. She is currently serving as project director of MGT's project to provide External Operator services to Nocatee Elementary School for the DeSoto County School District in Florida.

MGT of America Consulting, LLC is currently serving as the External Operator for Nocatee Elementary School after the school received a failing grade for the three consecutive years. MGT quickly hit the ground, held community engagement sessions, in both English and Spanish, to help the community understand that we were there to provide the best solution to ensure their children receive a quality education. Prior to the start of school, we also interviewed and place a new principal and assistant principal selected for their ability and enthusiasm to lead the school in a new direction.

Babette is leading the team to develop a transformation plan including mapping existing curriculum to state standards, A schedule for both coaching and professional development, as well as the design and development of interim assessments to individual student and class progress.

Babette is a team leader who creates strategic alliances with all stakeholders from initial sale to project completion to effectively align services and resources with the district/client vision and mission. Her work is data driven and she is a goal oriented leader.

### AREAS OF EXPERTISE

Onsite coaching and training to districts and individual schools.

Curriculum and instruction and team building.

Mentorship and technical support in the areas of student management, curriculum and instruction, data analysis, and second and foreign language programs.

### EDUCATION

Ed.D., University of Southern California

B.S., Elementary Education, University of Texas

### PROFESSIONAL CERTIFICATIONS

Mid-Management Administrator (grades PK-12)  
(expired 2/2017)

Supervisor (grades PK-12) Lifetime Certificate

Bilingual/ESL (grades 1-8) Lifetime Certificate

Elementary Self-Contained and Spanish (grades 1-8)  
Lifetime Certificate

### WORK EXPERIENCE

#### Owner and Lead Consultant

May 2015 to Current

##### **Straight A Solutions LLC** - Spring, Texas

- Provide on-site coaching and training to districts and individual schools.
- Model effective and rigorous instruction strategies to attain the depth of knowledge of the standards.
- Develop structures and protocols for programs serving high need populations.
- Build local capacity to monitor and act on data.
- Provide guidance and coaching in delivery of services to Second Language Learners

##### **Regional Vice President and Consultant**

July 2015 to June 2017

##### **Catapult Learning** - Camden, New Jersey

- Coordinate the sale and delivery of services to state and district stakeholders in Utah and Hawaii.
- Develop, deliver and monitor results of multi-year RFP and contracts.
- Lead team of local and national coaches.



## BABETTE MORENO ED.D.

*Director, Education Transformation*

MGT CONSULTING GROUP

- • Rebuild relationships with past clients by improving delivery of services.
- • Collaborate with national team to design and support professional development locally and nationally.
- • Utilize comprehensive needs assessment to evaluate school programs and teacher effectiveness.
- • Develop relationships with state, complex and school leaders to ensure design and delivery of educational services exceed client expectations.
- • Provide coaching and modeling to both internal team and client schools.

### **Curriculum and Instruction Officer**

October 2014 to June 2015

#### **Spring ISD - Houston, Texas**

- Led the development, implementation and assessment of all district curriculum.
- Coordinated the creation of the district literacy plan in partnership with district, community and professional partners.
- Developed protocols and processes to deliver instruction to meet all students' needs including bilingual program model, Response to Intervention process, AP and Gifted and Talented support.
- Provided leadership oversight to Performing and Visual Arts and Athletics departments.
- Collaborated with Work Force development to design and support professional development.

### **Senior Vice President**

June 2005 to October 2014

#### **Catapult Learning (Formerly EdisonLearning) - Honolulu, Hawaii**

- Led the development, implementation, support and maintenance of services to improve delivery of standards-based curriculum and assessment programs across the state of Hawaii.
- Established and trained local team in providing on-site coaching and feedback cycle to principals and teachers.
- Developed teacher leaders as instructional leaders resulting in their movement into administrative positions.
- Created, implemented and monitored regional support plans focused on key levers to move schools using data to drive decision making.
- Allocated resources to provide highest level of service to the client resulting in maintaining 70% market share.
- Directly supervised senior team leaders in the design, implementation and monitoring of school services.
- Managed a yearly operating budget of over seven million dollars consistently exceeding budget expectations.

### **Vice President and National Curriculum Director**

August 1997 to June 2005

#### **EdisonLearning - New York, New York**

- Provided technical support to all Edison schools in the areas of student management, curriculum and instruction, data analysis, second language and foreign language programs.
- Modeled strategies to lead curriculum development and implementation for diverse school populations nationally.
- Contributed to Edison Learning program design as part of headquarters team
- Provided one-to-one leadership support to principals including creation and monitoring of professional growth plans.
- Increased student achievement in Philadelphia and Hawaii schools leading to change in NCLB status.
- Developed local support team by creating team expectations, modeling service delivery and progress monitoring.
- Created and delivered professional development sessions with coaching follow up in the areas of data analysis and monitoring, curriculum and instruction, rigor, bilingual and ELL program design.

### **Program Manager and Bilingual Teacher**

October 1987 to September 1997

#### **Houston ISD - Houston, Texas**

- Collaborated with Johns Hopkins University to develop program implementation plan and execution of plan for English and Spanish reading programs in Houston schools.



## BABETTE MORENO ED.D.

*Director, Education Transformation*  
MGT CONSULTING GROUP

- Served as the primary lead in supporting schools using Success for All reading program by providing professional development and coaching in English and Spanish reading strategies to individual teachers, school staff and school clusters.
- Delivered content and language instruction in English and Spanish in K-adult levels.
- Collaborated to develop programs and professional development to increase effectiveness of instruction in bilingual programs.



## DEBRA KOCH

*Education Services  
Consultant*

Professional educator with 25 years of administrative experience supervising and leading both elementary and secondary campuses as well as coordinating the college and career readiness initiatives for the district. Strong leadership skills evidenced when transforming a campus into a learning organization by providing meaningful professional learning opportunities, initiating consistent student voice and establishing strong business and community support.

**EDUCATION**

Texas Mid-Management Certification. Stephen F. Austin University. Nacogdoches, Texas. 1985- 1989  
Administrative Certification. University of Oklahoma, Norman, Oklahoma. 1975-1977  
Master of Education in Elementary Education with concentration in Early Childhood Education. University of Central Oklahoma, Edmond, Oklahoma. 1974  
Bachelor of Science in Elementary Education with a minor in English. University of Central Oklahoma, Edmond, Oklahoma. 1972

**PROFESSIONAL LICENSES, CERTIFICATIONS, AND ACCREDITATION**

T-Tess Certified under Region 4 Field Supervisor  
Mid-Management Administrator (PK-12) Elementary Self-Contained (1-8) Kindergarten (PK-KG)  
Early Childhood Education-Handicapped (PK-6)  
National Career Academy Coalition Distinguished Educator Award 2011 Principal of the Year 2002 and 2009  
Teacher of the Year 1975  
SISD Board of Trustees Award for student achievement 1996, 1997, 1998,

**RELEVANT PROFESSIONAL EXPERIENCE**

Executive Director, College & Career Readiness, Spring ISD. Provided leadership in the area of college and career readiness by providing professional learning on integrating the CCR standards in daily lessons, expanding dual credit & AP opportunities and establishing college testing centers at all high schools. Responsibilities also included the supervision of all campuses of choice and their principals, the GT program and the district counseling program. Served temporarily as principal of Twin Creeks Middle School after sudden principal's resignation and until a principal was hired.

Principal, Carl Wunsche Sr. High School, Spring ISD. Worked with architects on the facility design, coordinated the program development and opened the first district school of choice. Led the campus in becoming an NCAC "Model Career Academy" where educators from across the United States, China and Australia visited the campus.

Principal, Wunsche Multi-Purpose Center, Spring ISD. Supervised and was the instructional leader of the district DAEP (elementary through high school), the district Adaptive Behavior Program (elementary through high school), the program for medically fragile students, teen parent and pregnancy program, CBI program and shared CTE programs.

Elementary Administrator, Spring ISD. Served as principal of Winship Elementary School and was assistant principal at Smith Elementary School. Moved Winship Elementary from

"Recognized" to "Exemplary" rating my first year and maintained that rating for the 3 years I served as principal.

Teacher, Spring ISD. Served as a kindergarten and second grade teacher as well as serving as team leader, district curriculum writer and presenter of numerous staff development sessions.

Instructor, Rose State University, Midwest City, Oklahoma. Taught Child Development Associate courses and served as state monitor and validation team member for Head Start programs.

Teacher, The Kindergarten Center Moore Public Schools, Moore, Oklahoma. Planned and opened the first cross campus kindergarten center serving as teacher and team member.



## PORTIA BATES, ED.S.

Consultant, Education Consulting Group  
MGT CONSULTING GROUP

Ms. Portia S. Bates, Ed. S. has over 15 years of experience as a teacher, an administrator, a strategic planning specialist at the state education level, a program director at the university level, and is currently an educational consultant for MGT's educational business unit. She is firmly rooted in K-12 instructional practices and has broad experience delivering professional development on a variety of topics including culturally relevant teaching pedagogy. Ms. Bates' commitment to impactful instructional delivery has been especially helpful within the turnaround and Title I environments.

Over her career, Ms. Bates has overseen the strategic planning process for 24 school systems in Maryland and has served as the educational policy liaison to Maryland delegates for the Student Services division at the Maryland State Department of Education. Ms. Bates has also served as the Director within a teacher education department where she coordinated the internship experience for teacher candidates to ensure they were prepared (from both a theoretical and practicum perspective) to immediately support students and families in urban environments.

### AREAS OF EXPERTISE

- ♦ Accomplished in program management, coordination, and strategic planning. Adept at needs assessment, policy design, and implementation. Committed to fostering increased leadership capacity through modeling and the identification of inherent talent. Broad expertise in delivering technical assistance and professional development. Experienced in policy development, performance monitoring and program assessment techniques. Proficient in fostering and maintaining positive professional relationships with diverse stakeholder groups.

### EDUCATION

Education Specialist, George Washington University  
Administration & Supervision Certification, McDaniel College  
M.A., Teaching, Trinity College  
B.A., English, Hampton University

### PROFESSIONAL LICENSES, CERTIFICATIONS, AND ACCREDITATION

Successfully completed School Leadership Licensure Assessment  
Maryland Department of Education Advanced Professional Certificate  
Observing and Analyzing Teaching Certification (Montgomery County Public Schools)

### SIMILAR PROJECT WORK (\*CONCURRENT PROJECT)

Ferguson-Florissant School District, MO | Facilities Master Plan. \*Concurrent.  
Guilford County Schools, NC | Facilities Assessment and Optimization. \*Concurrent.  
Milwaukee Public Schools, WI | Facilities Master Plan. Completed.

Jefferson Parish School System, LA | Capital Improvement Plan. \*Concurrent.  
Montgomery County Public Schools, MD | Scenario Strategy Planning; Community Engagement. \*Concurrent.  
Anne Arundel County Public Library System, MD | Library Assessment. \*Completed.

### RELEVANT PROFESSIONAL EXPERIENCE

Independent Leadership Consultant 2014-2017  
Morgan State University | Professional Development Schools, Director  
Maryland State Department of Education | Strategic Planning Specialist

Maryland State Department of Education, Contributing writer for published documents  
Montgomery County Public Schools, various professional experience



## VELMA BRIGGS

Consultant

MGTCONSULTING GROUP

Over 36 years of experience in education, serving as an district administrator, teacher, guidance counselor, principal. The work concentrated on curriculum interpretation, assessment, teacher coaching and training of teachers state-wide. Responsible for improving the quality of teaching in accordance with the Standards of Learning currently in place.

**EDUCATION**

**Doctorate of Education**  
Administration Leadership, (ABD),  
Virginia Polytechnic Institute and  
State University, Anticipated  
completion 2018

**Master of Education in Counseling,**  
Virginia State University

**Bachelor of Science, Elementary**  
Education NK- 4, Norfolk State  
University

**PUBLICATIONS**

Briggs, V.S., & Yakimowski, M (2004). Test coordinator's resource  
guide: Citywide and statewide testing programs. Baltimore:  
Baltimore City Public School System. (AERA, 2004)

Briggs V.S., Pilibosian, E., & Yakimowski, M. (2002). The high school  
end-of-course Curriculum Assessment Program: Item analyses and  
teacher feedback survey results. Baltimore: Baltimore City Public  
School System.

Baltimore City Public School System: Division of Research,  
Evaluation, Assessment, and Accountability, (2003), Eye on  
assessment: A parents' overview of the Curriculum Assessment  
Program. (V. Briggs, Ed. Specialist, & W. Goldie, Ed.) Baltimore:  
Author.

**WORK EXPERIENCE****Sinai Elementary, Halifax, VA, Lead Turnaround Partner (LTP), January 2016-Present**

Provide executive coaching to school leadership team.

Observed and provide feedback to teachers and principal.

Analysis data for school academic improvement.

Restructure school master schedule.

Assist teachers with conducive classroom arrangement.

Identify workspace needs and multipurpose workspace.

Repurpose assistant instructional staff.

Design practices to strengthen parent, family, community involvement.

Design and conduct professional development.

Recommend professional development based on identified needs of staff, students, parents, community.

**Virginia Department of Juvenile Justice, Coordinator of Curriculum and Instruction, August 2013-January 2016**

Supervised instructional program for the agency.

Planned teacher training for the agency.

Negotiated contracts for teacher training.

Researched and selected instructional programs and materials for the agency.

Negotiated the details for three Memoranda of Agreements with a Southside Virginia Community College to establish  
college classes for incarcerated youth.

Created graphs and charts to present agency test data.

Planned Convocation for the agency.

Wrote the course syllabus for college level class (SDV 100) for post graduate students on two campuses.

**Bon Air, VA, Regional Principal, October 2011-June 2013**

Supervised teachers and Career and Technical Education program.



VELMA BRIGGS

*Consultant*

MGTCONSULTING GROUP

Managed the school budget.

Evaluated all instruction, serve on intake team to staff all incoming students.

Collected and reviewed weekly lesson plans, steer all aspects of the curriculum.

Administered the GED, monitor all technology for the school.

Chaired Comprehensive School Improvement Committee, served on IEP committee meetings.

Designed and implemented state assessment remediation plan.

Trained teachers to collect and analyze data and write SMART goals.

Developed a strategic plan to restructure two schools to operate as one.

**Beaumont, VA, Assistant Principal, March 2006-October 2011**

Supervise teachers, Career and Technical Education program, interview teachers for hire.

Placed teachers on plans for instructional improvement.

Established and implemented a program for community leaders to speak to the students once a month.

Evaluated instruction, serve on intake team to staff new students to the school.

Collected and reviewed weekly lesson plans, steer all aspects of the curriculum.

Administered the GED, monitor all technology for the school, serve on the Comprehensive School Improvement Committee, serve on IEP committee meetings.

Served as chairperson for graduation committee.

**King and Queen County, VA, Director of Teaching and Learning Services, April 2004 - June 2005**

Supervised instructional program for the division.

Coordinated state testing program for the division.

Planned teacher training for the division.

Wrote NCLB Consolidated Grant for the division.

Partnered with area colleges and universities to plan staff development training and course selection for teachers making application to become highly qualifies in various content areas.

**Virginia Department of Education, Assessment and Accreditation Specialist, August 1999-2001**

Responsible for testing and accountability in the professional development of teachers and principals (grades K-12) to include interpretation of test data; research based instructional strategies, and to cite strengths and weaknesses in all subject areas to improve student achievement in 15 school districts in Region 1 (117,000 students - 252 schools).

Trained teachers in classroom assessment, instructional strategies, classroom management, critical thinking, and teambuilding.

Team member for Instruction and Technology from the Virginia Department of Education and the Governor's Best Practice Center to work with teachers in areas where Standards of Learning tests scores were below satisfactory

Observed classroom instruction, interviewed teachers, and prepared reports of suggested improvements for each school.

**Petersburg Public Schools, Petersburg, VA, Director of Research, Testing, Secondary Instruction Staff Development, July 1997-1999**

Created graphs and charts to present test data. Analyzed test data and reported test results to the governing boards, parents, the state, and the community.

Conducted in-service on leadership team building and test administration for administrators and teachers.

Partnered with area colleges and universities to plan technology training and course selection for the school division.



## VELMA BRIGGS

*Consultant*

MGTCONSULTING GROUP

Assisted with the designing of strategic plans for the district, represented the division at conferences across the state.

Evaluated secondary personnel.

Represented superintendent at regional superintendents' meetings.

Supervised instructional program for middle and high schools, coordinated state testing program for the division, planned training for all teachers.

**Dinwiddie County Public Schools, Dinwiddie, VA, K-8 Curriculum Coordinator, February 1995-August 1997**

Supervised K-8 instructional program and assisted with 9-12 instructional program.

Coordinated division testing program. Supervised and served as district contact person for Home/School Instruction.

Supervised elementary reading program, SUCCESS FOR ALL.

Planned and supervised implementation of division Comprehensive Summer School Program K-8.

**Midway Elementary School, Dinwiddie, VA, Principal, February 1993-February 1995**

**S. P. Morton Middle, Franklin, VA, Assistant Principal, July 1990-June 1993**

**J. P. King Elementary, Franklin, VA, Guidance Counselor, September 1989-June 1990**

**S. P. Morton Middle School, Franklin, VA, Guidance Counselor, September 1989-June 1990**

**S. P. Morton Elementary, Franklin, VA, Teacher, October 1979-June 1989**

**PROFESSIONAL AWARDS/ACTIVITIES**

Fellow for Educational Leadership and Training, Exeters College, Oxford, UK 2001

Fellow Administrative Leadership, William and Mary, 1999

Received Outstanding 2004 Publication Award for Test Coordinator's Resource Guide, AERA

Certificate of Training in Diversity, Ruby Payne, 2001





## AMY B. MARSH

Director  
MGT CONSULTING GROUP

Ms. Marsh is a results driven educator with 20 years of experience including development and management of professional staff and programs. She has lead teams with emphasis on support and high quality outcomes. Ms. Marsh is experienced at leveraging community resources to improve academic performance for all students and has served as primary facilitator and communicator for educational data analysis, policy analysis, and strategic planning. She also is proficient in grant writing and professional development delivery.

Ms. Marsh serves as the Chief of Staff on the Emergency Management Team to operate and turn around the Gary Community School Corporation (GCSC). GCSC oversight has included the IT department, taskforces to consolidate schools, , create student handbook, and implement partnerships with Ivy Tech advance student achievement

Ms. Marsh's professional experiences have focused on connecting students and the workforce with the skills needed to succeed throughout their career. She has served the Department of Workforce Development and the Indiana Chamber of Commerce in this capacity; building comprehensive resources to use occupational demand data in counseling and advising settings across the lifespan. Additionally, Ms. Marsh has worked an independent consultant focusing on career pathways, postsecondary counseling, career and technical education, and curriculum development. Prior to that, she worked for the Indiana Department of Education as the state coordinator for advanced placement, international baccalaureate, and dual credit.

### EDUCATION

M.S., School Counseling, Butler University, 2000  
B.S., Education, Elementary Education;  
Endorsement/Licensure K-12 Special Education,  
Butler University, 1996

### PROFESSIONAL AFFILIATIONS

ACE Preparatory Academy, Board Member  
ACT Indiana Council, 2014-2015  
IACAC, Executive Board, 2009-2012/2014-2015  
Indiana Afterschool Network, Board Member  
ISCA, Executive Board, 2014  
National Board Certified Counselor  
The College Board Midwest Regional Forum Planning  
Committee, 2008-2010

### WORK EXPERIENCE

#### **Indiana Department of Workforce Development, Associate Chief Operating Officer for Business Intelligence, Director of Career Readiness, April 2015 – August 2016**

- Develop key measurements of performance for all aspects of the Agency's business; provide regular updates on performance metrics across the Agency and other state agencies.
- Coordinate Elevating Work and Learn in Indiana Career Council/Governor's Summit.
- Program lead for National Governors Policy Academy on Work Based Learning.
- Coordinate cross-agency and organization planning on career counseling programming.
- Lead team in development of Demand Driven Workforce System.
- Statewide presentations on demand-side counseling.
- Development of Adult Career Readiness Standards.

#### **The Indiana Chamber of Commerce, Director of College and Career Readiness Initiatives, January 2014 – March 2015**

- Overhaul *Ready Indiana* – the Chamber education and workforce website, programs and services.
- Update *Indiana Skills* – database of supply and demand information on workforce by region.
- Presentations statewide to educators on incorporating demand-side information with student planning.
- Member – CORE 40 review taskforce of the Indiana Career Council.
- Member – Pathways taskforce of the Indiana Career Council.



AMY B. MARSH

Director  
MGT CONSULTING GROUP

- Conduct and market results of annual survey of employer needs.

**Independent Education Consultant, August – December 2014**

- Meeder Consulting Group, LLC: project lead and CTE Pathways development in South Dakota and New York.
- Indiana Youth Institute: symposium developer, website resource expansion.
- Fleck Education: facilitator of graduate course for school counselors in post-secondary counseling through Butler University.
- Community Charter Network: College and Career Readiness Curriculum Development.

**The College Board, Midwest Office, Senior Educational Manager, K-12 Services, January – June 2013**

- AP Diagnostic Delivery – Indianapolis, IN; Des Moines, IA: Columbus, OH.
- District-wide data interpretation.
- ACCUPLACER implementation team.
- Manage AP, SAT, PSAT, ReadStep for the State of Indiana.

**Indiana Department of Education, State Coordinator for Advanced Placement, International Baccalaureate, and Dual Credit, 2010 – 2013; Assistant Director for College and Career Readiness, 2012 – 2013**

- Write and oversee Federal Grant for AP and IB exam fees.
- Provide professional development opportunities to superintendents, curriculum directors, principals, AP coordinators, and teachers statewide.
- Oversee PSAT program for state.
- Measure and reward effective AP, IB, and Dual Credit programs.
- Work with the Commission for Higher Education (CHE) to manage and interpret House Enrolled Act 1135.
- Establishment of dual credit review process and Preferred Provider List with CHE.
- Plan, host, and moderate “College Night In Indiana” Live.
- Co-coordinator of pilot/study of ACT and College Board suites of assessment.
- Development of IB Student led conference in partnership with CELL.
- Establish and lead Indiana AP Advisory Council.
- State liaison for National Math and Science Initiative Grant.

**Franklin Central High School (Indianapolis, IN), Director of College Counseling and Guidance, 2005 – 2010**

- Manage team of counselors; and guidance/ college preparatory services provided to school of 2,600 students.
- Development of “Guidance Curriculum” administered to grades 9-12 and a guidance curriculum for parents.
- Adoption of new software for college application tracking; used this to distribute township-wide results of college admission cycle (Naviance).
- Help in establishing school-wide intervention program for students at-risk.
- Collaborate with department chairpersons on curriculum development and writing of the Course Catalog – establishment and chair of “Curriculum Blitz.”
- Advanced Placement program and course development and recruitment (of students and teachers).
- Create “College Night for Juniors” to review college application and admission.
- Create “Senior Parent Coffees” to review college admission and applications.
- Team Leader for International Baccalaureate application.
- Created Freshman/New Student Orientation Program.
- Created Student Ambassador Program coinciding with Student Leadership Summit for Ambassadors.



**AMY B. MARSH**  
*Director*  
MGT CONSULTING GROUP

**North Central High School (Indianapolis, IN), Guidance Counselor, 2001 – 2005**

- Guide students grades 9-12 through college admission process.
- Academic advisor to 350 students.
- Facilitator Grief Group, Women's Issue Group, Study Skills workshop.
- Team leader for counselors grades 10, 12.
- Harvard Institute - College Admission Counseling.
- Assistant Coach - Women's Cross Country Team.
- Senior Class Sponsor: Blood Drive coordinator, community outreach, social, and philanthropic event planning.

**Raymond Park Middle School (Indianapolis, IN), Teacher, Special Education: SEH, LD, 1996 – 2001**

- Self-contained classrooms; 15-25 students.
- Co-taught multi-ability classrooms.
- School Improvement Council, co-chair.



## CHRISTIE GÓMEZ

Consultant  
MGT CONSULTING GROUP

Ms. Christie Gómez is a consultant with MGT who has 13 years of community engagement/outreach experience with school districts and private organizations. Her talents have built a strong social media presence and connection with the surrounding community. She has considerable experience with how to leverage video, internet, public engagement, and public speaking into effective tools for broadcasting educational plans. Ms. Gómez' was most recently at the forefront of community outreach for PK12 educational leadership for Jefferson Parish School System. Her vast community engagement and facilitation experience is enhanced by her ability to provide both services in both English and Spanish.

**AREAS OF EXPERTISE**

- ♦ Public speaking
- ♦ Event planning
- ♦ Social media outreach and campaigns

**EDUCATION**

B.A., Communications/TV Production, Loyola  
University, New Orleans, 1999  
Future Media Concepts, Washington DC 2005-2006

**SIMILAR PROJECT WORK**

Lyon County School District, NV | Feasibility Study  
and Capacity for Fernly. \*Concurrent.

Jefferson Parish Public Schools, LA | Capital  
Improvement Bond Plan. Completed.

**RELEVANT PROFESSIONAL EXPERIENCE****Jefferson Parish Public School System – Harvey, LA**

Director of Community Engagement – 2016-2017

Cultivate relationships with school system leaders and stakeholders, including the School Superintendent, School Board, and staff to identify stories to highlight our accomplishments through various digital communications platforms, including Facebook, Vimeo, and LivingTree. Coordinate with department heads and school administration leaders to create internal and external messages to ensure effective communications to target audiences. Lead Parent Advisory Council meetings and maintain the Council's Facebook group to keep community informed and engaged.

**Jefferson Parish Public School System – Harvey, LA**

Video Producer – 1999-2005; 2010-2016

Broadcast JPPSS events, innovative teaching pedagogy, student and teacher accomplishments, and educational programs for grades K-12. Produced over 250 videos and created several Telly Award-winning programs for the TV channel.

**National Association of Hispanic Journalist (NAHJ), Washington D.C.**

Educational Programs Manager – 2005-2006

Responsible for student outreach to support Latino students interested in pursuing journalism careers, including managing scholarship budget, application process, promoting NAHJ's educational interests and programs, and creating graphics for NAHJ Noche Awards.



## ED HUMBLE, PH.D.

Senior Vice President, Education Services  
MGT CONSULTING GROUP

Dr. Ed Humble is Vice President of Education and has over 34 years of experience in education as a teacher, principal, superintendent, university instructor, and currently as an educational consultant and leader of MGT's education practice. Over his career, Dr. Humble has overseen many school district and statewide educational planning projects. While pursuing his Ph.D., Dr. Humble taught graduate level courses in school district organizational management, restructuring, and facilities planning. He has been involved in all aspects of educational management from the teacher, principal, and superintendent levels and has a deep understanding of the effective practices necessary to improve student performance. Dr. Humble has directed numerous statewide educational projects and is familiar with the logistics, coordination, scheduling, and reporting of these critical initiatives.

Since joining MGT 20 years ago, Dr. Humble has used his past experience to help state departments of education, districts, and schools to find creative ways to address inequities in educational delivery systems, curriculum planning, staffing solutions, and the overall organizational structure to effectively improve the educational objectives of these organizations.

### AREAS OF EXPERTISE

- ♦ Project management.
- ♦ Management and direction of facility and educational adequacy assessments, strategic solutions, board policy, and master planning services for school districts.
- ♦ Management and oversight of organizational and performance reviews for school districts.

### EDUCATION

Ph.D. In Educational Administration, University of Idaho, 1993  
M.S. In Educational Administration, Portland State University, 1976  
B.S. In Curriculum and Instruction, University of Oregon, 1972

### PROFESSIONAL AFFILIATIONS

American Association of School Administrators  
Board of Directors, Idaho Superintendents Association  
Council of Educational Facility Planners, International  
Idaho Association of School Administrators  
Phi Delta Kappa

### SIMILAR PROJECT WORK (\*CONCURRENT PROJECT)

Ferguson-Florissant School District, MO | Facilities Master Plan. \*Concurrent.  
Laramie County School District1, WY | Facilities Master Plan. \*Concurrent.  
Milwaukee Public Schools, WI | Facilities Master Plan. \*Concurrent.  
Jefferson Parish School System, LA | Capital Improvement Plan. \*Concurrent.  
Montgomery County Public Schools, MD | Management Planning. \*Concurrent.  
Pasco School District , WA | Facility Master Plan Facilitation - Phase I & II.\*Concurrent.  
Metro Nashville Public Schools, TN | Facilities Master Plan Update. Completed.  
Lee County Schools, VA | Facilities Master Plan. Completed.  
North Carolina General Assembly | School Construction Needs. Completed.

Springfield R-12 Public Schools, MO |, Facilities Master Plan. Completed.  
Boston Public Schools, MA | Ten-Year Facility Master Plan. Completed.  
Rapid City Area Schools, SD | Facilities Study and Update. Completed.  
Anne Arundel County Public Schools, MD | Strategic Facilities Utilization Plan and Update. Completed.  
Carroll County Public Schools, MD | Facility Utilization Study. Completed.  
Kansas City Public Schools, MO | Master Planning Services. Completed.  
Public Schools of Brookline, MA | Facilities Master Plan and Update. Completed.  
St. Louis Public Schools, MO | Comprehensive Facility Review. Completed.



HAYDEN LYONS

Consultant  
MGT CONSULTING GROUP

Over 28 years as an educator with experience at the elementary, middle and high school grades. Leadership experience includes work as a principal of a high school in New York City, as well as a Math, Science and Technology coach. Graduate level teaching includes work as an adjunct professor at Adelphi University, in the Ruth S. Ammon School of Education. Consulting work involves executive coaching for principals, teacher training/coaching and conducting school quality reviews. Demonstrated expertise in designing learning environments to provide effective learning experiences for students.

#### EDUCATION

Doctoral Candidate, University of Pennsylvania Teaching Learning and Teacher Education & International Education Development, Anticipated December 2018

M.S., Educational Leadership and Technology, Adelphi University, 2008

M.A., Educational Communication and Technology, New York University, 2005

BED, Educational Administration, University of the West Indies, 2002.

Teachers Diploma, Valsayn Teachers College, Trinidad and Tobago, 1

#### WORK EXPERIENCE

##### **Cambridge Education LLC, Independent Education Consultant, August 2015-Present**

Coach teachers on effective instructional practices for building students' proficiency in mathematics and science. Work involves disaggregation of data; lesson planning; supporting effective instructional practices; assessing students' thinking and understanding; differentiating instruction; responding to students' challenges; effecting remedial and intervention plans.

Conducted school quality reviews in multiple states across the United States

##### **University of Pennsylvania**

##### **Research Assistant, Research-to-Practice Partnership – UPENN and the School District of Philadelphia, 2016-Present**

Participated in a design-based research project focused on improving math instruction through leadership development for principals and math lead teachers. The project involves studying the coaching of principals to build an infrastructure for improving math instruction based on a strategic and systemic approach, as well as studying how best to build the capacity of math leads to support teachers' pedagogical practices.

##### **Research Assistant: On Going Assessment Project (OGAP), August 2015-2016**

Supported the university's implementation of the OGAP research project in 10 of 30 Philadelphia public schools. Work involved supporting teacher leaders and working with teacher teams to build a learning environment contingent on analysis of student work and design of learning experience to build students' conceptual understanding in math. The focus was on multiplicative and fractional reasoning.

Supported the implementation of math clubs in select elementary schools throughout Philadelphia.

##### **Cambridge Education LLC, Senior Education Consultant, August 2010-July 2015**

Conducted School Quality Reviews in many school districts including Virginia, Philadelphia, PA; Chicago, IL; Cahokia, IL; Hammond, Indiana; Sacramento, CA; Denver, CO; Charlotte, NC; Fulton County, GA; Norwalk, CT; Indianapolis, IN, New York City, NY, Bloomfield, CT.

Coached and mentored principals and other school leaders, as well as assisted schools with strategic planning for school development and improvement in many school districts including New York City, Norwalk, CT, Fulton County, GA.

Provided professional development for teachers in many school districts. Work involved instructional and pedagogical training in mathematics and English Language Arts, implementation of the Common Core State Standards and the Virginia Standards of Learning, training on questioning techniques, organizing and conducting effective professional learning communities, and effective math instruction.

Supported districts with training staff for the implementation of teacher evaluation systems on the Danielson and Marzano rubrics – work involved training principals to conduct effective classroom observations and walkthroughs.



HAYDEN LYONS

Consultant  
MGT CONSULTING GROUP

Provided other services in relation to school turnaround and school improvement including support to schools in receipt of School Improvement Grants.

**Lady Liberty Academy Charter School, Newark, NJ, Staff Developer (Consultant) – Math and Science, January 2010-August 2010**

Coached teachers on the implementation and assessment of the k-8 Math and Science Curricula, as well as coordinating the collection and analysis of assessment data for planning interventions for students. Supported the development of professional development plans for the school.

**Adelphi University, Garden City, NY, Adjunct Professor, September 2007-April 2008**

Developed and taught a course -Science and Technology in Childhood Education

**HCZ Promises Academy Charter School, New York, NY**

**High School Founding Principal, August 2008-March 2010**

Provided supervisory, management and instructional leadership to the school.

Created professional development plans and supported teachers' instructional practice

Collected, analyzed, and led use of data for making instructional decisions

**Math Coach (July 2005 - August 2008)**

Supervised the planning, delivery and assessment of the Mathematics Curriculum.

Provided professional development support for math teachers, and supervised the selection and purchase of curricular materials.

**Science Coach, July 2006-August 2008**

Supervised the planning, delivery and assessment of the Science Curriculum.

Provided professional development support for science teachers, and supervised the selection and purchase of curricular materials

**Technology Coach, July 2005-August 2008**

Provided oversight on the selection and purchase of instructional software and hardware solutions.

Coordinated the integration of technology across the curriculum.

Provided professional development for administrative staff, on technology applications. Provided professional development for teachers on integrating technology into their instructional practices. Managed the collection, analysis and use of student data to drive instruction.

Provided technical desktop and network support for faculty and staff.

**Larson Associates, Instructional Design Consultant, May-July 2005**

Provided front-end design support and back end technical support for a web-based presentation of the Emerson Quartet -Bartok Quartet, for Carnegie Hall, New York City.

**Bank Street College of Education, New York, NY, Intern, December 2003-March 2004**

Provided technical support to clinical faculty at the School for Children, Bank Street College of Education, with the implementation of action research projects focused on integrating technology into their instruction.

**Ministry of Education, Trinidad and Tobago, Elementary School Teacher, 1990-2003**

Taught grades 1 – 6 in all core subject areas/Technology literacy teacher (2002-2003)

Developed a Technology Literacy Curriculum for the Arima Boys' Government School, Trinidad and Tobago

Taught pupils to use the computer and its peripherals

Conducted Computer Literacy classes for teachers and parents of the school. Facilitated the integration of technology across the curriculum



## DAN SCHMIDT, J.D., M.S.

Director, Education Consulting Group  
MGT CONSULTING GROUP

Mr. Dan Schmidt has over fifteen years of experience in strategic planning, policy development, and facilities master planning. His core strength as a planner is the ability to lead cross-functional teams and manage collaborative processes. He has an extensive academic background with advanced degrees in both law and business, and broad experience in law, business, politics, and government. Throughout his career, he has consistently engaged new and varied technical issues that challenge his ability to quickly comprehend, assimilate, and discern. He has worked with experts with technical knowledge on a variety of disciplines, and has adeptly found the connective tissue between the disparate themes that forms the foundation for strategic action. Coupled with his excellent communication skills in both the written and the spoken word, Mr. Schmidt is able to translate complicated, technical or analytical concepts or themes for diverse audiences.

### AREAS OF EXPERTISE

- ♦ Strategic planning, scenario planning, paradigm development
- ♦ Stakeholder engagement and public sector decisionmaking
- ♦ Management and direction of educational adequacy assessments, community engagement, enrollment forecasting, capacity analysis

### EDUCATION

M.S., University of Colorado, School of Business  
J.D., Indiana University, School of Law  
B.A., Political Science, Indiana University

### SIMILAR PROJECT WORK (\*CONCURRENT PROJECT)

Ferguson-Florissant School District, MO Facilities Master Plan. \*Concurrent.

Jefferson Parish School System, LA | Capital Improvement Plan. \*Concurrent.

Montgomery County Public Schools, MD | Scenario Planning; Community Engagement. \*Concurrent.

Metro Nashville Public Schools, TN | Scenario Planning.

Fisher First Collaboration Project, IN | Community Visioning, Strategic Planning, Consensus Building.

Beaumont Independent School District, TX | Capacity and Utilization Analysis

Milwaukee Public Schools, WI | Demographics, Enrollment, Capacity, and Utilization Analysis.

Fresno Unified School District, CA | Demographics, Enrollment, Capacity, and Utilization Analysis. Completed.

### PROFESSIONAL LICENSES, CERTIFICATIONS, AND ACCREDITATION

Admitted to Practice of Law: State of Indiana; United States Supreme Court.  
Certified Predictive Index Analyst

Arlington Public Schools, VA | Capacity and Utilization Strategy; Community Engagement. Completed.

Smyth County Public Schools, VA | Demographics, Enrollment, Capacity, and Utilization Analysis. Completed.

Saint Louis Public Schools, MO | Demographics, Enrollment, Capacity, and Utilization Analysis; Community Engagement; Master Plan preparation. Completed.

Rapid City Area Schools, SD | Demographics, Enrollment, Capacity, and Utilization Analysis; Community Engagement. Completed.

Decatur Township School Corporation, IN | Facility Master Plan development; Community Engagement; Enrollment, Capacity, and Utilization Analysis. Completed.





## BENITA STEPHENS

Consultant

MGT CONSULTING GROUP

Over 22 years as an educator with experience at the middle and high school level. Leadership experience includes work as a principal of two middle schools in Northern Virginia, as well as an executive coach for school principals, and school improvement facilitator in chronically low performing schools. Special areas of focus during school leadership assignments includes tailoring professional learning experiences to meet specific organizational objectives and audiences, interpreting, targeting and planning curriculum aligned with assessment results. Demonstrated expertise in reorganizing school systems and processes to improve the quality of teaching and learning.

## EDUCATION

**Doctorate of Education, Educational Leadership,**  
Nova Southeastern University

**Master of Education, Administration and Supervision,**  
Howard University

**Bachelor of Business Administration, International**  
Business, Howard University

## PUBLICATIONS

**An Intervention to Raise the Achievement of African-**  
**American Students at One Middle School**  
Dissertation, Nova Southeastern University, Spring  
2002

**Parents as Community Resources, {online} Available**  
<http://nova.edu>, Summer 2000

**It Takes a Whole Village to Raise One Child, Potomac**  
**News, November 1999**

**Listening to Teacher Education Students, Association**  
**of Teacher Educators Newsletter, July/August 1994**

## WORK EXPERIENCE

**Sinai Elementary, Halifax, VA; Bassette Elementary, Hampton VA, Senior Education Specialist, 2016-2018**

Provided leadership coaching to two Principals in the areas of leading and monitoring effective teaching and learning, designing and utilizing the master schedule, and strengthening the school's instructional programs and focus. Worked with the school leader and staff to use data to improve instruction, improve school safety and operations and improve parent and community engagement.

Worked with the Principal and staff (Bassette) to move the school from not meeting any of the state's requirements to making the full state requirement in science and social studies and making the state targets for the school in math and reading.

Coached teachers and school leaders on best classroom practices, implementing learning communities, using data talks to guide instruction, unpacking the curriculum, and creating and using effective assessments to monitor instruction.

**Proverbs Place Learning Academy, Dumfries, VA, Principal/Director, 2014-2016**

Implemented and aligned curriculum with state standards that promoted rigor for students and appropriate grade level materials. Worked with the governing board and pastor to save the school and to bring it up to accreditation status of Christian schools.

Implemented an evaluation system to monitor effective teaching and learning.

**Prince William County Schools, VA, Hearing Officer, OSMAP, 2012-2013**

Received, reviewed, and recorded suspension letters and appeals.

Worked with parents as a liaison to the board to settle student/parent appeals and grievances.

Organized and worked with school board officials to effectively monitor the implementation and compliance to the "Code of Conduct" for all students.

**Potomac Middle School, Dumfries, VA, Principal, 2005-2012**

Served as the founding principal and hired all personnel and set the learning tone for the school.



## BENITA STEPHENS

*Consultant*

MGT CONSULTING GROUP

Worked with the school staff and the community to develop vision and mission statements, school mascot, school colors, and school belief statements.

Reached full accreditation after the second year in existence.

Maintained staff with less than a 10% turnover every year.

Recommended by this school staff in conjunction with the previous school staff for Principal of the Year Award.

**Rippon Middle School, Woodbridge, VA, Principal, 2001-2005**

Turned the lowest performing school in the district to a Virginia fully accredited school in three years.

Worked with the school staff and community to achieve "School of Excellence Status for two years.

Implemented learning communities and data talks for both students and staff.

Implemented a school-wide discipline plan that decreased incidents by 50%. Responsible for hiring and evaluating certified and classified staff.

Responsible for monitoring the implementation of best teaching and learning practices and creating an environment for learning.

Served as a district wide leadership coach and facilitated classes for principals and new assistant principals.

**Fred Lynn Middle School, Assistant Principal, Woodbridge, VA, 1999-2001**

Responsible for monitoring the teaching in learning environment in special education, ESOL, language arts, science, and health and physical education.

Responsible for supervising secretaries and custodians.

Provided support for over 600 students in a school of 1300 students.

Served as the liaison for the Principal's Advisory Committee and PTSO.

Requested by the area associate to move to this school to strengthen student management and instructional focus.

**Woodbridge Senior High, Assistant Principal, Woodbridge, VA, 1996-1999**

Responsible for monitoring the teaching in learning for over 50 teachers in the areas of social studies, art, music and health and physical education.

Responsible for student management of 500 students in a school of 3100 students. Served as the chairperson for all governing "Effective School Committees."

Served as the Principal designee in the absence of the Principal.

Served as the liaison on the Principal's Community Advisory Board.

**PROFESSIONAL AWARDS/ACTIVITIES**

Professional Achievement Award, 2011

The National Association of Negro Business and Professional Women's Club, Inc.

Citizen of the Year, Omega Psi Phi, Inc., 2011

VASSP Outstanding Virginia Middle School Principal of the Year, 2009

Virginia VASSP Middle Level Adviser, 2009 to present

Outstanding Educator Award, Alpha Phi Alpha Fraternity, 2008

Ebony Image Award, National Coalition of 100 Black Women, Inc., NOVA Chapter, 2007

New Evaluation Process Principal Task Force Member, 2007-2012

Presenter NASSP & VASSP Conferences, 1997, 1998, 2004 and 2009

NASA Math and Science Advisory Council Member, 2002-present

Mentor Principal to new Middle and High School Principals, 2005-2012

WILLIAM ROBINSON

REDACTED PERSONAL INFORMATION

**education**

2008-2010 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
Master in Business Administration degree, Baker Foundation merit scholarship recipient.  
Completed consulting work addressing strategy, recruitment, and marketing for education reform organizations, including Stand for Children and The Center for Better Schools.

2000-2004 **PRINCETON UNIVERSITY** **PRINCETON, NJ**  
Bachelor of Arts degree, *cum laude*, in Economics and Certificate in Political Economy.  
Received honors for thesis on the impact of school size on student achievement.  
Daily Princetonian Award (2004) – recognized as student with most significant impact on University life.

**experience**

2010 - **UVA – PLE** **CHARLOTTESVILLE, VA**

**Executive Director**

Responsible for overseeing program, strategy, thought leadership and finance, after contributing significantly in these areas and overseeing district support and budget development as Deputy Director of PLE. Since hire, the percentage of partner schools in turnaround program making double-digit gains within two years (now 2/3rds) has doubled.

- Led consultation and support to twenty districts partners across nine states launching turnaround initiatives.
- Serve as cabinet member for the newly formed national Center on School Turnaround and craft thought leadership for federally funded initiative.
- Led implementation and contributed significantly to design of new “pre-work” components of turnaround program, increasing partners’ system preparedness.
- Co-authored two education reform articles for national publication & authored new PLE theory of change.
- Promoted from Senior Director position in 2011, after redesigning strategy for external support to districts.
- Supervised operations team that maintained world-class customer service (avg. 4.85 rating in program evaluation) while increasing programs administered by 30% and off-site support services by 200% - with same size team.

summer 2009 **EDUCATION PIONEERS** **WASHINGTON, DC**  
Selected as Fellow to work on mission-critical project and create innovative reform solutions with other Fellows.

**Fellow at DC Public Education Fund**

- Crafted organizational goals and strategic plan, collaborating with board, staff, district chiefs and donors.
- Authored performance success measures and dashboard tool to enhance organizational accountability.
- Built personnel evaluation system to reflect performance against organizational and personalized goals.

2004-2008 **MCMMASTER-CARR SUPPLY COMPANY** **ATLANTA, GA**  
Industrial supply distributor offering 450,000 maintenance and repair products, generating \$3 billion in annual sales.

**Physical Distribution Manager**

Managed 45 employees and 4 supervisors in multi-building freight receiving operation responsible for offloading 35 freight containers daily (2,000 SKUs), checking material accuracy, and putting material to stock.

- Achieved 9% personnel reduction and reorganization of freight receipt offloading and verification process.
- Managed \$2.5 million department budget, apportioned salary changes, and administered performance reviews.
- Led operation to reduce daily unfinished work by 75% and increase material verification efficiency by 7%.

**Downstream Layout Project Manager**

Chosen by Warehouse Director to lead branch efforts to redesign order consolidation, packing, and shipping layouts.

- Achieved 20% efficiency improvement for small shipments and reduced personnel by 10% (6-person reduction).
- Avoided \$100,000 capital investment by creating new strategy to transport 10,000 irregularly-shaped items.

**Project Implementation Supervisor**

Led research and implementation of million-dollar order consolidation process. Developed attribute-based logic determining when products should bypass process and generated design requirements for efficient order routing.

**Dara Jones Wilson****SENIOR-LEVEL EDUCATIONAL EXECUTIVE****REDACTED PERSONAL INFORMATION**

Educational and innovative executive with extensive leadership experience within urban and suburban schools. Visionary and student-focused leader with success in aligning culture and climate, leadership, talent management, support and accountability and instructional infrastructure to enhance student success. Adept at resolving conflicts and fostering collaboration between stakeholders to improve the engagement and performance of all students across diverse populations. Able to leverage superior communication and analytical skills to deliver trainings, develop programs, and institute new policies and procedures. Demonstrated success in mentoring and training educators as well as designing programming to address changing populations. Recognized for student achievement results, professional skills and the ability to design and reflect back the desired outcomes aligned with actionable solutions in the education industry. *Areas of Expertise include:*

- |                                       |                            |  |
|---------------------------------------|----------------------------|--|
| ✓ Administration                      | ✓ Curriculum Development   | ✓ Program Management                     |
| ✓ Change Management                   | ✓ Educational Technology   | ✓ Communications                         |
| ✓ Strategic Planning and Execution    | ✓ Professional Development | ✓ Problem Resolution                     |
| ✓ Talent: Recruitment and Development | ✓ Organizational Design    | ✓ Research-Based Instructional Practices |

**University of Virginia, Charlottesville VA, June 2018-Present****Darden-Curry Partnership for Leaders in Education  
District Support Chief**

*Executive leader charged with advising partner school systems across the nation, and supporting the design and execution of strategies that establish the conditions and build capacity for wide-reaching school and school system improvement by:*

- *strengthening the coordination of overall program implementation, impact of onsite support and action plans, and execution of a system of tailored support*
- *ensuring that PLE's partners experience a world-class experience in support and executive education*
- *strengthening the ways in which districts leverage instructional systems, school leadership team support, and accountability and talent management strategies to increase the chances of successful execution of sustainable change*
- *collaborating to ensure the delivery of world-class programs and executive education that results in meaningful and impactful action*
- *coordinating and collaborating with consultants and state departments across the country*

**Fulton County Schools, Atlanta, GA 1986-2018****Area Superintendent****South Learning Community/Achievement Zone 2016-present**

*Executive leader charged with leading schools in the South Learning Community and Achievement Zone to improved academic performance. The learning community consisted of 27 of the district's 35 lowest performing schools, 29 with Title I designation. (20 elementary, 6 middle and 4 high schools-Student enrollment=30,000 students, 84% economically disadvantaged, 98% African American, 1% Hispanic, 1% Caucasian)*

- All learning community high schools recognized as Georgia Advanced Placement STEM Honor Schools for 2018; 50% recognized as Georgia Advanced Placement Humanities Honor Schools
- Designed, coordinated and implemented professional learning to develop the capacity of principals, assistant principals and school based instructional leaders, which resulted in satisfaction ratings of 95% or more strongly agreeing or agreeing they were better prepared to lead in their schools

- Expanded Turn Around Schools Partnership to an additional 9 schools in the district (19 total)
- Designed data driven processes for the district, which resulted in an assessment platform and data reporting system
- Reduced exclusionary practices of out of school suspension by 60%
- Designed, implemented and monitored an instructional plan to increase student achievement across the learning community which resulted in:
  - Increased learning community average accountability score from the state (Achievement Zone +5.71 points, South Learning Community 5.03 points)
  - 86% of schools increasing achievement points on the statewide single accountability measure (CCRPI)
  - 100% of schools removed for the state Priority school list
  - 57% of schools removed from the state chronically failing/turnaround eligible list and 5 additional schools increasing overall performance to avoid placement on the chronically failing list
  - 57% of schools removed from the state Focus school list
  - 43% of schools demonstrated gains resulting in one or more letter grades based on the State CCRPI accountability measure
  - 76% of schools increased overall CCRPI score
- Increased graduation rate among all high schools year over year, but in May 2017 by the following: Banneker +5.8 (71.1), Creekside High School +5 (86.2), Westlake +6.7 (90.9) and Langston Hughes +9.3 (91.7)
- Increased Career Pathway completers with industry certification by 58%
- Utilized impact and influence to scale up the work in the Achievement Zone across the district in the following areas: Literacy, Assessment, Data Systems and Data Driven Instruction, Coaching, Differentiated Support and Accountability (Strategic Support Model)
- Retained 97% of principals 2016-17 to 2017-18

### Achievement Zone 2015-2016

*Executive leader charged with the creation of an achievement zone consisting of 10 of the most economically disadvantaged and poorest performing schools academically in the district, to implement research based best practices to remove barriers to dramatic school improvement and close the achievement gap between schools in the achievement zone and the district at large. (1 High School, 2 middle schools and 7 elementary-enrollment 8900 students, 100% Economically Disadvantaged, 98% African American, .5% Hispanic, .5% Caucasian, 1% Multiracial)*

- Developed a three year comprehensive strategic plan to improve academic performance and culture and climate in all AZ schools
- Increased graduation rate at Banneker High School from 41.7% to 71.1% in three years
- Increased End of Course scores in 6 of 8 courses at Banneker High School for 2 consecutive years
- Tripled enrollment and pass rates in high school courses at the middle school level as a result of implementing an acceleration and catch up academy at both middle school locations
- Developed strategic partnerships to address academic, social and emotional needs of students that resulted in improved student attendance, reductions in discipline infractions and increased course pass rates (Case Management, School Based Health Clinics, Food Pantries, Academic Supports, After School Programming, Mental Health Providers, etc.)
- Worked with the talent department to develop a recruitment and retention process to decrease teacher vacancies. (Reduced first day teacher vacancies by 80% across the Achievement Zone and 100% at Banneker High School)
- Implemented the Opportunity Culture model to expand the reach of the most successful teachers at Woodland Middle School and Banneker High School, where all teachers achieved high average to high growth after the first year
- Contributed to the writing and editing of a School Improvement Grant (SIG) resulting in the award of a 5.2 million dollar grant at Banneker High School
- Partnered with the University of Virginia Partners for Leaders in Education (PLE) to increase district conditions and capacity to support transformative work in schools, inclusive of all schools in the Achievement Zone
- Partnered with Clearview Consulting to identify school based leaders who demonstrated competencies to lead turnaround work, staff Banneker High School's leadership team and transform the district's hiring practices in turnaround schools
- Retained 92% of identified "Irreplaceable Employees"



- Utilized charter flexibility to extend the school day and provide additional professional development support to teachers across the zone during contract time, which resulted in lower attrition rates (40% attrition to 20% attrition) among teachers and greater teacher efficacy on teacher collaboration rubrics.

**Assistant Superintendent: Student Support Services 2014-2015**

*Executive leader recruited to disrupt compliance based programming to better align to the district's charter status. The district consists of a geographic area with 99,297 Students Pre-K-12, 101 schools, 46% economically disadvantaged. Coordinated support services for ESOL, Special Education, Student Discipline, Counseling, Psychology, Social Work, Athletics and Master Scheduling.*

- Executed critical staffing changes to better align to the district charter initiative
- Insured the district was comparable following an \$887,841.46 penalty in 2013
- Provided supervision for all Federal Programs (Title I, Title III, Title VI, Title IX- with a budget in excess of 50 million dollars)
- Developed and executed the plan for decentralization of moderately disabled students from center based schools to their neighborhood schools.
- Reduced the maintenance of effort for the Title VI Special Education grant by 1 million dollars.
- Facilitated the movement of south county middle and high schools to a block schedule which resulted in decreased discipline and increased graduation rates.
- Expanded alternative to suspension programs through wrap around partnerships and charter flexibility
- Facilitated the committee to designed and implement a district disproportionality plan due to high suspension rates of African American Special Education Males

**Area Executive Director: South Learning Community 2012-2014**

*Executive leader for the South Learning Community (SLC), a geographic area with 24,000 students PreK-12, 28 schools; with 27 holding Title I designation.*

- Provided support to schools to increase the overall learning community State Accountability CCRPI by 5.3%
- Increased access for students to participate in credit recovery, credit accrual, PSAT and SAT prep as part of the regular school day (increase of over 138 points among seniors on the SAT)
- Increased graduation rate across the learning community by an average of 12%, with two of four high schools showing double digit gains in graduation rate from 2011-2014
  - Subgroup graduation rate increases (ED 10.1, SWD 1.0, Black 12.0, Hispanic 23.8, White 3.3)
  - Banneker 9.0, Creekside 14.1, Langston Hughes 9.1, Westlake 15.7
- Increased access for students to participate in advanced placement courses. (78% in number of students taking AP classes; 55% increase in students scoring 3 or higher)
- Developed a strategic plan to provide targeted assistance to specific schools in the learning community upon request in the areas of curriculum design, school culture, math, literacy and integration of units as requested which led to 5-8% gains overall across the learning community in elementary schools, 3-5% in middle schools and 7-9% in high schools in reading, ELA, math and Social Studies(Double digit gains in 56% of schools)
- Provided support to schools to develop literacy plans, co-authored and edited the district Striving Reader Grant resulting in the award of a 7+ million dollar grant. (12 million dollar grant over three years of cohorts)
- Contributed to the writing and editing of School Improvement Grant (SIG) resulting in the award of a 4.6 million dollar grant
- Developed the five year comprehensive professional development plan for the district
- Organized the strategy for the implementation of AVID to support Advanced Placement opportunities to underrepresented students. Developed the proposed budget for implementation to exceed 3.5 million dollars
- Managed SLC operating budget of \$1,000,000
- Assisted in the development of the FCS comprehensive Principal/Assistant Principal Selection Process

**Principal: Lake Forest Elementary 2008-2012**

*Appointed as the instructional leader to open a new Schoolwide Title I elementary school with 800+ students, 99% free and reduced lunch, 89% Hispanic population, 73% English Language Learners (K-5 served and monitored), 13% Special education and 18% Early Intervention, 110 employees. **Awards and Recognitions:** "High Progress" Reward*





*School (top 10% of Georgia Schools with High Progress and not having a significant achievement gap among subgroups of students over a three year span.); Overall School rating of "Accomplished" on Cambridge Education School Quality Review*

- Made Adequate Yearly Progress as a first year school-5<sup>th</sup> grade cohort of students entering had a 40% pass rate on the 4<sup>th</sup> grade CRCT and a 93% pass rate on the 5<sup>th</sup> grade CRCT in reading after one year at Lake Forest and a math proficiency rate of 40% in math prior to opening to 93% after 1 year and 100% after two years
- Identified as a system leader for improving student achievement in Reading, Language Arts and Science on value-added measures

**Principal: Hillside Elementary 2001-2008**

*Appointed as the instructional leader to open a new suburban elementary school with 800+ students, 37% Economically Disadvantaged, 115 employees. **Awards and Recognitions:** "Georgia Distinguished Title I School", "Georgia Platinum School – Greatest Gains" and "Georgia Bronze School – Highest Percentage of Students Meeting/Exceeding Standards" student achievement recognitions under the Single Statewide Accountability System awards program-one of five schools in the state recognized in both categories; National PTA First Place recipient for Community and Parent Outreach*

- Coordinated with all construction project managers, subcontractors and Fulton County departments to complete school construction and open school on time despite delays in construction timelines.

**Principal: Hapeville Elementary 1996-2001**

*Selected as instructional leader of diverse elementary school with 54 countries represented among 900 students, 70% Economically Disadvantaged, 89 employees. **Awards and Recognitions:** Georgia School of Excellence, Georgia Title I Distinguished School, Nationally Distinguished Title I School, Light Span Nationally Distinguished School, State recognition and presentation for steady growth in academic achievement by Governor Roy Barnes. Improving Student Achievement Recognition of Accomplishment (as demonstrated on the ITBS)*

- Utilized Baldrige Criteria and the Model for Excellence to improve student achievement and drive instructional planning

**Darden/Curry Partnership for Leaders in Education Program Participant:** University of Virginia, Charlottesville VA | 2015-present

**Principal Intern Coach:** Columbia University Teachers College, Harlem, NY | 2012-2014

**Instructional Resource Teacher,** Hapeville Elementary School, Hapeville, GA | 1993-1996

**Teacher-**Hapeville Elementary School, Hapeville, GA | 1991-1993

**Teacher-**S R Young Elementary, College Park, GA| 1989-1991

**Teacher-**Hillside Hospital, Atlanta GA|1988-1989

**Teacher-**South Metro Psychoeducation Center, Atlanta GA| 1986-1988

**Specialist of Education, Educational Leadership**

GEORGIA STATE UNIVERSITY-ATLANTA, GA | 1996

**Master of Education Degree, Educational Leadership**

GEORGIA STATE UNIVERSITY-ATLANTA, GA | 1993

**Bachelor of Science, Special Education Degree**

UNIVERSITY OF GEORGIA-ATHENS, GA | 1986

Leighann C. Lenti

REDACTED PERSONAL INFORMATION

**Work History****University of Virginia Partnership for Leaders in Education**

July 2018-Present

Austin, TX

- Chief of Partnership  
Responsible for heightening impact of PLE by generating increased awareness and partners at the state and LEA level to articulate a leadership vision for systemic change that is compelling, likely to succeed and context-based. Responsible for the formulation PLEs strategy to develop results-oriented partnerships with states, regions, districts, CMOs and other K12 service organizations. Responsible for ensuring state and LEA partner's leaders experience PLE as one well positioned to help them achieve their short- and long-term goals, in alignment with and beyond ESSA. Collaborate with PLE team members on supporting partners during design year and early implementation of partnership to lead systems change in multiple schools across districts.

**The College Board**

March 2016-July 2018

Austin, TX

- Executive Director  
Oversaw the government relations and policy work for a portfolio of 25 states. Included managing regional staff who worked to advance policy opportunities related to assessment, accountability, advanced coursework for students and expanded access to opportunity for all students. Additionally, oversaw the implementation of the Advanced Placement Teacher Advocates Program across all 50 states. This included training teachers on advocacy practices, policy in their states and engaging them when critical policy decisions are being debated by state legislatures, state boards of education and state departments of education.

**New Mexico Public Education Department**

March 2011-March 2016

Santa Fe, NM

- Deputy Secretary of Policy and Program (March 2013-March 2016)  
Managed more than \$200 million in state and federal funds. Managed the Assessment & Accountability Bureau, College and Career Readiness Bureau, Priority Schools Bureau, Math and Science Bureau, Options for Parents Bureau, Literacy and Early Learning Bureau, Educator Effectiveness Bureau, IDEAL-NM, Instructional Materials Bureau and Bilingual and Multicultural Education Bureau. Developed and oversaw implementation of key policies associated with each of the bureaus listed above. Acted as Public Education Department designee to the Early Learning Advisory Council, Joint Education Taskforce and the Children's Cabinet.
- Director of Policy (March 2011-March 2013)  
As Director of Policy, managed the Literacy and Early Learning Bureau and Priority Schools Bureau and more than \$40 million in federal and state funds. Developed key policy initiatives related to school accountability, literacy, state standards, college and career readiness, and teacher evaluation and write relevant legislation and regulation. Additionally, after initial policy development, developed implementation strategies and oversaw key steps in full, statewide implementation, including local training and support. Acted as Public Education Department designee to the Early Learning Advisory Council and the Children's Cabinet.

**Wireless Generation**

July 2008-March 2011

Washington, DC

- Director, Government Relations  
Managed a portfolio of states and worked to advance legislation and policy goals related to K-12 formative and interim assessment; instructional improvement systems; and data-driven instructional interventions for struggling learners. Monitored and disseminated information related to Federal education policy and funding to Wireless Generation's executive team and key state and district partners.



Leighann C. Lenti

REDACTED PERSONAL INFORMATION

**US Department of Education**

March 2007-June 2008

Washington, DC

- Policy Advisor/Special Assistant, Office of Elementary and Secondary Education  
Duties included monitoring states' compliance with the No Child Left Behind Act; processing amendments to state accountability workbooks; providing policy recommendations to the Assistant Secretary on multiple accountability and assessment-related issues; advising the Assistant Secretary on the growth model and differentiated accountability pilots; and development of federal regulations and guidance on various Title I policy areas.

**US Senate**

March 2007-May 2008

Washington, DC

- Fellow, US Senate, Office of Senator Judd Gregg  
Work included staffing all policy areas related to the No Child Left Behind reauthorization for Senator Gregg; drafted S. 1775 (introduced July 2007) with staff from Senator Richard Burr's office.

**Office of Governor Arnold Schwarzenegger**

May 2004-May 2007

Washington, DC

- Deputy Director  
Policy portfolio included Education, Immigration and Agriculture. Work included monitoring federal legislation and funding of the aforementioned areas; coordination of the Governor's position on various federal policy issues; making policy recommendations to the Governor and his Sacramento staff; working with the California Congressional Delegation to advance the Governor's federal priorities.

**US Department of Education**

August 2003-May 2004

Washington, DC

- Confidential Assistant, Office of Elementary and Secondary Education  
Work included providing support to the Assistant Secretary in all necessary capacities. Included accountability related tasks; federal guidance development; letter drafting; as well as daily tasks as requested by the Assistant Secretary.

**President's Commission on Excellence in Special Education**

January 2002-May 2002

Washington, DC

- Part-time Intern  
Work included database creation, event and hearing planning, assisting Commission members and staff with various projects and tasks.

**The White House**

June 2001-August 2001

Washington, DC

- Full-time Intern-Domestic Policy Council  
Work included research projects, letter drafting and memo writing pertaining to the areas of Education, Children's Welfare, Health Care and other domestic areas.

**US Department of Education**

June 2001-August 2001

Washington, DC

- Part-time Intern-Office of Special Education and Rehabilitative Services  
Work included assisting the Acting Director and staff in research projects and letter drafting.

**Bush/Cheney 2000**

June 2000-August 2000

Austin, TX

- Full-time Intern-Correspondence Department  
Work included receiving, sorting, and sending mail, database work, and letter drafting.

**Education**

Leighann C. Lenti

**REDACTED PERSONAL INFORMATION****M.A., Politics and Education**

Teachers College, Columbia University, New York, NY

October 2003

**B.A., Integrative Studies, Liberal Studies for Education**

George Mason University, Fairfax, VA

May 2002

**Teaching Experience****Bonnie Brae Elementary School**

Fairfax, VA

September-December 2001

- Field work-5th grade inclusion classroom  
Field work included designing and executing lesson plans, working with students in small groups and grading and assessing the students.

**Oakwood School**

Annandale, VA

January 2001-April 2001

- Field work-2nd and 3rd grade special education classroom  
Field work included designing and executing lesson plans, working with students in small groups and grading and assessing the students.

**Millwood School Adventure Camp**

Midlothian, VA

June 1999-August 1999 and June 2002-August 2002

- Camp Counselor and Co-director for summer camp  
Responsibilities included developing thematic units for campers ages 5-12; oversight of 6 staff members.

**Academic Honors****2002-2003 Teachers College, Columbia University Excellence in Writing Award**

November 2003

- Department of Organization and Leadership's nominee.  
*The New Wave of Voucher Programs? An Economic Analysis of the COCPP* Published July 2003  
Published by the National Center for the Study of Privatization in Education, Teachers College, Columbia University. Available online at [www.ncspe.org](http://www.ncspe.org)

**Additional Related Experience****George Mason University Women's Rowing Team**

August 1998-June 2000

- Coxswain of Division I, Varsity VIII boat.

**Josie Hernandez-Gutierrez, Ed. D.**

**REDACTED PERSONAL INFORMATION**

**EDUCATION**

1995	TEXAS CHRISTIAN UNIVERSITY Bachelor of Science in Education – Child Studies	Fort Worth, Texas
1996	TEXAS WESLEYAN UNIVERSITY English as a Second Language Certification only	Fort Worth, Texas
1998	UNIVERSITY OF NORTH TEXAS Masters in Education Administration	Denton, Texas
2008	UNIVERSITY OF NORTH TEXAS Doctorate in Education Administration <ul style="list-style-type: none"> <li><i>Dissertation Topic: Interventions for Developing Academic Competence in Reading</i></li> <li>Minor – Curriculum and Instruction</li> </ul>	Denton, Texas

**CERTIFICATIONS**

TX Elementary Self-Contained (PK-06)  
TX Elementary Early Childhood (PK-06)  
TX Elementary as a Second Language (PK-06)  
TX Principal (EC-12)  
TX Superintendent (EC-12)

**EXPERIENCE**

2015 – Present	<p>Founder and CEO/Educational Consultant Proactive Leaders, LLC</p> <ul style="list-style-type: none"> <li>Supporting the University of Virginia – Partnership for Leadership in Education Program - program development and implementation in school turnaround and sustainability</li> <li>Coach/Facilitator/Leadership Developer for The Woodrow Wilson MBA Fellowship in Education Leadership</li> <li>Work with District Executive Teams &amp; Principals on strategy (e.g. problems of practice, root cause analysis, goals, priorities, action steps)</li> <li>Provide tailored support and coaching to executive school staff and principals on various turnaround strategies/sytems (observation/feedback, instructional delivery supports, culture/climate, and data-driven instruction)</li> <li>Conduct site visit monitoring to provide feedback on existing gaps that create barriers for school improvement</li> <li>Design development sessions/modules focused on principal supervision, turnaround sustainability, coaching, and School Board development</li> <li>Support State Departments by providing leadership development for their school improvement efforts</li> <li>Work on special projects that develop partners in the areas of systemic thinking and change management</li> </ul>
2015	<p>SPRING INDEPENDENT SCHOOL DISTRICT Chief of Schools Officer</p> <ul style="list-style-type: none"> <li>Supervised School Leadership Office employees (Assistant Superintendents, Manager, and Schools Service Officer)</li> <li>Led the implementation and monitoring for 38 schools in the area of operations and instruction</li> <li>Championed all district priority projects that aligned to the strategic plan</li> </ul>

## APPENDIX – DETAILED RESUMES



- Designed and implemented a Tiered System of Support for tiers 1, 2 and 3 schools
  - Established a principal supervisor framework that emphasized coaching
  - Led the roll-out of T-PESS and T-TESS district-wide with developmental support structures that promote a coaching culture
  - Worked closely with the development and implementation of improvement plans for IR, focused and priority schools
  - Led major district initiatives: Champs, Aligned Curriculum and Assessments/Instructional Delivery, Data Driven Instruction/Weekly Teacher Collaboration Meetings, & Leadership Teams
- 2013-2015
- UNIVERSITY OF VIRGINIA SCHOOL TURNAROUND PROGRAM  
National Consultant with Partnerships for Leaders in Education
- Provide tailored support and coaching to executive school staff
  - Provide feedback and support to school districts in the area of talent management, prioritized support and accountability, leadership, and instructional infrastructures
  - Conduct site visit monitoring and district readiness assessments to provide feedback on existing gaps that create barriers for school improvement
  - Support and engage in leadership development, research, and program development
  - Design core tailored supports around data cycle and collaboration
  - Lead work in principal supervisor model for districts
  - Support a focus on central office transformation's role in sustainability
- 2012-2013
- DALLAS INDEPENDENT SCHOOL DISTRICT                      Dallas, TX  
Assistant Superintendent, School Leadership
- Exceeded state average score on student growth index by 18% for 2012-2013 school year
  - Lead 29-person central team in supporting and supervising 62 schools with over 40,000 students; schools span all levels, and include a New Tech HS and two Early College High Schools
  - Implement strategies to transform district and campus systems that focus on campus culture, data, and observation/feedback
  - Support schools in all areas of curriculum and instruction by establishing systems, professional development, and action planning
  - Lead, manage and monitor all district-wide initiatives, programs and projects for schools in the division
  - Remove barriers and broker services for efficient school operations
  - Provide leadership development to campus principals, assistant principals, and teacher leaders
  - Implement weekly data meetings with all campus principals
  - Increase community and parental engagement
  - Collaborate in development of new teacher, principal and executive director evaluation systems.
- 2010-2012
- FORT WORTH INDEPENDENT SCHOOL DISTRICT                      Fort Worth, TX  
District Steward, Office of Transformational Leadership & School Improvement  
(\*Cabinet level position equivalent to an Assistant Superintendent)
- Lead and manage all projects from the Office of Transformational Leadership and School Improvement to supervise and support the district's most academically challenged elementary and secondary schools
  - Year 2 results: 15 out of 24 schools competed at or above district average in most content areas
  - Implement a pay for performance model in effort to transform the compensation system

## APPENDIX – DETAILED RESUMES



	<ul style="list-style-type: none"> <li>• Implement Teacher Advancement Program (TAP), Quality Teaching of English Learners (QTEL), and a locally developed model that utilized the Charlotte Danielson Framework to change teacher evaluation systems</li> <li>• Ensure effectiveness of all components of the transformation and school turnaround process by establishing procedures and protocols</li> <li>• Monitor progress of 90-day action strategies for department and 14 schools</li> <li>• Assist in the replacement and recruitment of qualified staff</li> <li>• Assist in efforts to increase community and parental involvement</li> </ul>	
2007-2010	<p>FORT WORTH INDEPENDENT SCHOOL DISTRICT      Fort Worth, TX</p> <p>Director, School Leadership</p> <ul style="list-style-type: none"> <li>• Direct supervision of twenty elementary schools and the overall operation of each school to ensure alignment with district's goals and plans</li> <li>• Results: 16 out of 20 schools rated as high performing by the state of TX</li> <li>• Provide coaching in instructional leadership, data-analysis, instructional management and organizational systems to campus principals</li> <li>• Create action plans at the district and campus level in tested content areas</li> <li>• Conduct campus support and monitoring visits four days a week</li> <li>• Provide and organize district level training in data driven instruction, literacy, math, science and other instructional leadership topics</li> <li>• Plan and implement boundary changes for schools</li> <li>• Assist School Leadership to implement special programs such as Dual Language, Special Education, Gifted and Talented, ESL, etc.</li> </ul>	
2002-2007	<p>FORT WORTH INDEPENDENT SCHOOL DISTRICT      Fort Worth, TX</p> <p>School Principal, South Hi Mount      1</p>	
1998-2002	<p>FORT WORTH INDEPENDENT SCHOOL DISTRICT      Fort Worth, TX</p> <p>Assistant Principal, Worth Heights</p>	
1995-1998	<p>FORT WORTH INDEPENDENT SCHOOL DISTRICT      Fort Worth, TX</p> <p>Classroom Teacher, Grades 1 and 4</p>	

### SELECTED CONFERENCES AND TRAINING

Driven by Data, Observation & Feedback, Student Culture, Principal Supervisor by Uncommon Schools/Paul Bambrick; Council of Great City Schools; Bill & Melinda Gates Foundation; Harvard Graduate School of Education Principals' Center; University of Pittsburgh – Principles of Learning; Breakthrough Coach; Toastmaster's Competent Communicator; Negotiations and Difficult Conversations; Professional Learning Communities; Texas Turnaround Leadership Academy at University of Virginia – 2-Years; Texas School Transformation Training, T-TESS Training, T-PESS Training, Education Trust Cohort for Teacher Equity, Urban School Human Capital Academy, Leadership ISD Tarrant County

### REFERENCES

Dr. Patricia Linares - retired Interim Superintendent of FWISD ( <a href="mailto:plinares7@aol.com">plinares7@aol.com</a> )	817-996-5982
William Robinson, Executive Director of University of Virginia – PLE ( <a href="mailto:robinsonw@arden.virginia.edu">robinsonw@arden.virginia.edu</a> )	404-630-5744
Dr. Milan Sevak, Clinical Professor at SMU (former Dallas ISD staff) ( <a href="mailto:msevak@mail.smu.edu">msevak@mail.smu.edu</a> )	312-218-8084

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iSebring, P. B., Allensworth, E., Bryk, A. S., Easton, J. Q., & Luppescu, S. (2006). *The essential supports for school improvement*. Chicago, IL: Consortium on Chicago School Research.

ii Hitt, D. H. & Meyers, C. V. (2017). How principals protect and continue initial growth in previously low performing schools: A framework of principal practices for sustained student performance. *School Leadership and Management*.

iii Meyers, C. V. & Hitt, D. H. (2017). School turnaround principals: What does initial research literature suggest they doing to be successful? *Journal of Education for Students Placed at Risk*.

iv Honig, M.I., Venkateswaran, N., & McNeil, P. (2017). Research use as learning: The case of fundamental change in school district central offices. *American Educational Research Journal* 54(5).

v Turnbull, B.J., Riley, D. L., Arcaira, E. R., Anderson, L. M., & MacFarlane, J. R. (2013). *Six Districts Begin the Principal Pipeline Initiative*. Wallace Foundation

vi Honig, M., Copland, M. A., Rainey, L., Lorton, J. A. & Newton, M. (2010). *Central office transformation for district-wide teacher and learning improvement*. The Wallace Foundation. <http://dl2.education.uw.edu/wp-content/uploads/2017/07/CENTRAL-OFFICE-TRANSFORMATION-FOR-TEACHING-AND-LEARNING-IMPROVEMENT-2010.pdf>

vii Johnson, P. & Chrispeels, J. (2010). *Linking the Central Office and Its Schools for Reform*. Educational Administration Quarterly, 46 (5), 738 - 775 .